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ABSTRACT

In 1989, a study was conducted to examine the influence of student demographics (e.g., age, race, and year of high school graduation) and student enrollment characteristics (e.g., full-/part-time and new/continuing) on enrollment trends in Virginia community colleges. Telephone interviews were conducted with a representative sample of 601 students, soliciting information about the importance of various factors and goals in their decision to attend a community college, their educational plans, high school background, applications to four-year colleges, and perceptions of relative college costs. Study findings included the following: (1) 88% or more regarded acquiring basic skills, gaining a sense of personal accomplishment, acquiring general knowledge, and preparing for a career or occupation as "very" or "somewhat" important; (2) those in the youngest age group (17-21 years) were most likely to consider transfer to a four-year institution as "very important" in their decision to attend a community college, while the oldest age group (35+ years) was most interested in gaining a sense of personal accomplishment; (3) two-thirds of the respondents considered course and program availability, quality of teaching, and location to be "very important" factors in their choice of college; (4) location and cost were "very important" to more returning students than to new/transfer students; (5) 49% planned to complete a community college program and 35% thought it would take 1 year or less while 37% thought it would take 2 years; (6) one-third indicated that they had applied to a four-year school, and part-time students were more likely than full-time students to have been accepted; and (7) over 80% perceived community colleges as less costly than four-year public or private institutions. Appended to the study are analyses of survey responses broken down by student characteristics, responses to open-ended questions, the survey instrument, and a sample size and sample error chart. (VVC)

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SURVEY OF ENROLLMENT DECISIONS OF VIRGINIA COMMUNITY COLLEGE STUDENTS

Prepared for:

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

by:

SURVEY RESEARCH LABORATORY
VIRGINIA COMMONWEALTH UNIVERSITY

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October 20, 1989

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INTRODUCTION

Recent concerns about community college enrollment trends have prompted detailed studies of systemic influences on enrollment (Johnson and Bromley, 1986; Puyear, 1989). Several years ago changes in the age structure of student populations, economic conditions, competition with four-year colleges and universities, and tuition cost increases were perceived as contributing to possible future declines in student enrollment in Virginia community colleges (Johnson and Bromley, 1986). While such declines have not materialized, enrollment in Virginia community colleges is somewhat erratic from year to year. The change from a quarter to semester schedule for fall, 1988, was associated with a short-term decrease in enrollment of part-time students, occupational degree students, and full-time degree students (Puyear, 1989).

To date, enrollment data have been analyzed in terms of student demographics (e.g., age, sex, race, year of high school graduation) and enrollment statuses (e.g., full-time vs. part-time, type of program). The present study was undertaken in an effort to enhance understanding of the individual decision-making processes that contribute to enrollment trends. Specifically, is the decision-making process different depending on student demographics (age, race, year of high school graduation) and student enrollment characteristics (full-time vs. part-time, new vs. returning)? A representative sample of students currently

enrolled in the Virginia Community College System were interviewed by telephone and asked about their decisions, including the relative importance of certain factors, timing, continuation plans, applications to four-year institutions, and perceptions of relative costs.

METHODOLOGY

This report is based upon data collected from a telephone survey of 601 individuals randomly selected from those currently enrolled at colleges in the Virginia Community College System. Interviews were conducted October 1-16, 1989. A copy of the questionnaire is reproduced in the appendix.

All interviewing was conducted from the facilities of the Survey Research Laboratory at VCU by paid interviewers. Interviewing was continuously supervised. Each telephone number in the sample was called up to four times on different interviewing shifts in an attempt to reach respondents who were infrequently home. Many respondents who could not be interviewed when originally contacted were called back by appointment. Completed interviews were obtained with 66% of all respondents whose households were reached during the interviewing period.

Names and telephone numbers of currently enrolled students

were obtained from the central database of the Virginia Community College System, and from the individual colleges. Names were selected at random. After an initial sample was drawn, the names were sorted into four groups: (1) new and transfer full-time students; (2) previously enrolled (returning) full-time students; (3) new and transfer part-time students; (4) previously enrolled (returning) part-time students. Within each group, the order of the names was scrambled. Interviews were obtained from at least 150 individuals within each group. This grouping -- or stratification -- was done in order to have enough cases to make valid comparisons among different types of students, since it was believed that motivation for attending college, future plans, and other characteristics of interest would vary by type of student.

In reporting results for the entire sample, the data have been weighted so that each of the four groups accounts for a portion equal to its appropriate share of the entire population of community college students. All tables showing totals for the entire sample will use weighted percentages, but where the number of cases in a group is shown, this figure will always be the unweighted -- or actual -- count of respondents.

The percentages in a sample survey are estimates of what the percentage would be if all members of the population could be interviewed. Because of chance variation, the results from no single sample are likely to correspond exactly to the true values

in the population. The expected variation of samples is usually referred to as "sampling error," and is primarily a function of sample size. The sampling error associated with a sample of 600 individuals (using stratification as described above) would be plus or minus 4.5 percentage points at the 95 percent level of confidence. This means that in 95 out of 100 similar samples of 600 individuals, we would expect the results to be within plus or minus 4.5 percentage points of the result that would be obtained by interviewing all community college students who had telephones.

Sampling variation (or sampling error) is primarily a function of sample size. While the sampling error for the entire sample of 600 is plus or minus 4.5 percentage points, sampling error for one of the subgroups of 150 (for example, returning full-time students) would be plus or minus eight percentage points. A chart showing the relationship between sample size and sampling error for random samples is included in the appendix. Stratified samples will generally have a slightly higher sampling error than that shown in this chart.

RESULTS

Factors in Community College Enrollment Decisions.

Table 1 presents data on survey items for the total sample and for categories of student status (full-time vs. part-time) and enrollment status (new or transfer vs. returning). For four of the five items assessing the relative importance of various factors in their decisions about whether to attend a community college, a substantial majority (88 percent or more) of all students considered each factor to be "very" or "somewhat" important. However, desire to prepare for transfer to a four-year college or university was rated "very" or "somewhat important" by only two-thirds (65 percent) of all students. More full-time than part-time students (61 percent vs. 36 percent) rated a desire to prepare for transfer as "very important." Desire to prepare for an occupation or career was also rated "very important" by more full-time students (86 percent vs. 68 percent). Of those who indicated that preparation for an occupation or career was "very" or "somewhat" important, full-time respondents were more interested than part-time respondents in preparing for a new occupation. Full-time students had greater interest than part-time students in preparing for a first full-time job, and part-time students were correspondingly more interested in improving their skills on their present job. The two groups were similar on other measures of the decision to

attend a community college. New/transfer students were generally similar to returning students on these items.

As described in the section on methodology, the sample was designed to represent four different types of students. In the discussion of results by these sample basis groups, the types of students will be referred to in the following manner: 1) New/ft = New or transfer students who are enrolled full-time, 2) New/pt = New or transfer students who are enrolled part-time, 3) Return/ft = Returning students who are enrolled full-time, 4) Return/pt = Returning students who are enrolled part-time.

New/ft and return/ft respondents considered preparation for transfer to a four-year institution to be "very important" more often than did new/pt or return/pt students (Table 2). New/ft and return/ft students were more interested than the other two groups in preparing for an occupation or career. Of those who considered preparation for an occupation or career to be "very" or "somewhat" important, new/ft respondents were most interested in preparing for a new occupation. New/pt and returning/pt students were more interested than the other groups in improving skills on their present jobs. New/ft and return/ft students were more interested than the other groups in preparing for their first full-time jobs. In general, whether students were full- or part-time was more predictive of their responses to items assessing importance of various factors in the decision to attend

a community college than was whether they were new or returning. There were no substantial differences among sample basis groups on the importance of acquiring basic skills, gaining a sense of personal accomplishment, or acquiring general knowledge.

Respondents were divided into three age categories for analysis: 17-21 years, 22-34 years, and 35 years or more (data in Table 3). Those in the youngest age group were most likely to indicate that desire to prepare for transfer to a four-year institution was "very important" in their decision to attend a community college. The youngest age group was also most interested in preparing for an occupation or career. Desire to acquire basic skills for further learning and desire to acquire general knowledge were slightly more important to the two younger age groups. The oldest respondents were most interested in gaining a sense of personal accomplishment.

Of those who considered preparing for an occupation or career "very" or "somewhat important," the majority of those in the oldest age group (51 percent) wanted to improve skills on their present job, while the majority of those in the two younger age groups wanted to prepare for a new occupation. The youngest respondents were more likely than the other two age groups to indicate that preparation for a first full-time job was their most important occupational goal.

An analysis of three groups differentiated by year of high school graduation (1989 or 1990; 1985-1988; 1984 or earlier) is presented in Table 4. Results for questions assessing the importance of various factors in the decision to attend a community college were quite similar to those for age of student. Respondents in the more recent high school graduating classes replied that preparing for transfer to a four-year institution and preparing for an occupation or career was "very important" more often than those in earliest category of graduating classes. Responses to the other enrollment decision items were similar according to high school graduating class.

The original six categories of race were collapsed into two categories for analysis, as follows: 1) Spanish surnamed respondents were considered "white," and 2) respondents of other races (Black, American Indian, Oriental, and Other) were considered "nonwhite." Eighty percent of sample respondents were classified as "white" and 20 percent as "nonwhite." Results of the tabulation of race by enrollment decisions can be found in Table 5.

In answer to questions about factors influencing their decisions to enroll in a community college, the two racial groups were similar in their responses about the importance of acquiring general knowledge. Nonwhites were somewhat more likely than whites to emphasize the importance of preparing for transfer to a

four-year institution (54 versus 40 percent "very important"), acquiring basic skills for further learning (77 versus 68 percent "very important"), gaining a sense of personal accomplishment (84 versus 72 percent "very important"), and preparing for an occupation or career (84 versus 71 percent "very important"). Among those who considered preparing for an occupation or career "very important," the two racial groups were similar in their occupational goals.

Results by geographic region of the state are presented in Table 6. Regional differences were modest on items assessing the importance of a desire to prepare for transfer to a four-year school, desire to acquire basic skills for further learning, and gaining a sense of personal accomplishment. Repondents in the Northwest and D.C. suburbs were somewhat less likely than those in other regions to consider the desire to acquire general knowledge "very important." Respondents in the Western region tended to place more emphasis on preparing for an occupation or career (84 percent "very important") than those in the other four regions.

Factors in Enrollment Choices.

In decisions about whether to attend their specific community colleges, the two-thirds of respondents considered

availability of courses or program (67 percent), quality of teaching (67 percent), and location (67 percent) to be "very" important. Fewer respondents considered cost (53 percent) and open admissions (39 percent) to be "very important." There were no major differences between full-time and part-time students on these questions. Location and cost were "very important" to more returning students than to new/transfer students.

For sample basis groups, whether students were new or returning was more predictive of responses than whether they were full-time or part-time. Location and cost were "very important" more often to return/ft and return/pt than to the other sample basis groups. The four groups were similar in their responses to questions about the importance of the availability of courses or programs, the quality of teaching, and open admissions.

The three age groups gave similar responses to questions about the importance of cost, the quality of teaching, and the open admissions policy in the decision to attend their specific community colleges. Middle-aged and oldest respondents were slightly more likely than the youngest ones to assess the availability of courses or progams and geographic location as "very important" in their decision-making process.

The earliest group of high school graduating classes were more likely to consider location and availability of courses or

programs "very important" in their decision to attend their specific community college than their more recent counterparts. This result is consistent with that for age groups.

The two racial groups were generally similar in their answers to this series of questions, except that nonwhites were slightly more likely to consider availability of courses or programs as "very important." As noted above, nonwhites also have a somewhat greater tendency to emphasize preparation for an occupation or career.

Respondents in the South Central region were less likely than those in other regions to say that location was "very important" in their decision to attend their specific community college. Those in the South Central and Northwest regions were somewhat less likely than those in other regions to stress the importance of cost in their decision.

Timing of Decision to Attend.

More than half of the respondents (55 percent) decided to attend community college for the fall term more than three months prior to the beginning of the semester. Returning students were much more likely than new/transfer students (by a margin of 64 to 36) to plan this far ahead. Full-time students were more likely

than part-time students to have decided this far in advance.

For the sample basis groups, about three-fourths of return/ft respondents (77 percent) decided to attend their community college more than three months ago, compared to 60 percent of return/pt, 53 percent of new/ft, and 29 percent of new/pt students. More new/pt students (41 percent) had made their decision within one month of the beginning of the semester than those in the other three groups.

The youngest respondents were most likely (61 percent) and oldest respondents least likely (44 percent) to say that they decided to attend for the fall term more than three months before the beginning of the semester. The oldest respondents were more likely than the younger groups to indicate that they decided within one month of the beginning of the semester.

Students in the 1985-1988 high school graduating class were more likely than the other two categories to say that they made plans to attend for the fall term more than three months before the beginning of the semester. Racial groups were similar to each other on this item. Respondents in the Northwest region were most likely (35 percent) and those in the Tidewater region least likely (17 percent) to say that they had decided to attend within one month of the beginning of the semester.

Program and Future Enrollment Intentions.

Just under a majority of respondents (49 percent) definitely plan to complete a community college program. Full-timers were more likely than part-timers to be this firmly decided about their plans, as were returning compared to new/transfer students. Thirty-five percent of those who definitely or probably expected to complete a program thought it would take one year or less, and 37 percent thought it would take about two years. More part-time than full-time students expected to take three years or more. Forty percent of returning students expected to take one year or less to complete their programs, compared to 22 percent of new/transfer students.

About two-thirds of respondents were definite about their plans to enroll next spring semester (67 percent). However, full-time students were more likely than part-time students to say they would definitely attend (81 percent vs. 63 percent).

Return/ft students had plans to complete a program (79 percent "definitely" or "probably yes") more often than return/pt (65 percent), new/ft (58 percent), or new/pt (44 percent). Return/pt students more often thought it would take longer (three years or more) than those in the other three groups. New/ft respondents were the most likely (73 percent) and return/pt were the least likely (22 percent) to indicate that their program

would probably take two years to complete.

Student status was more important than enrollment status when considering respondents' plans to enroll for the spring semester. About 80 percent of full-time students and about 60 percent of part-time students were definitely planning to enroll next spring, regardless of enrollment status.

The age groups were generally similar to one another in terms of whether they plan to complete a community college program. However, those in the youngest age group were most likely to think it would take them two years or more to finish (57 percent versus 16 percent in the oldest group) and least likely to think it would take three years or more. Those in the youngest age group were most likely to indicate that they have definite plans to enroll for the spring semester.

High school graduating groups were not very different on their plans to complete a degree program. However, the most recent class was the most likely to indicate that it would take two years to complete their program, and the earliest class that it would take three years or more. Respondents in the most recent graduating class were most likely to have definite plans to enroll for the spring semester. Again, these results were comparable to the age group findings.

Nonwhites were more certain ("yes, definitely" or "yes, probably") than whites (76 percent vs. 59 percent) that they will complete a degree program. Of those who had plans to complete, however, the racial groups were generally comparable in their perceptions of how long it would take to do so. Plans to enroll for the spring semester were also similar.

Respondents were not very different from one another on their plans to complete a program on the basis of geographic regions of the state. Those in the Northwest and Tidewater regions were somewhat more likely than those in other regions to say that their program would take two years to complete. South Central regional respondents were least likely to say they definitely plan to enroll for spring semester.

Application to Four-year Colleges.

About one-third of respondents indicated that they had applied for admission to a four-year college or university. There were no substantial differences among types of students on this item according to student or enrollment status. Of those who had applied, 84 percent said they had been accepted. Part-time students were more likely than full-time students to have been accepted by four-year institutions.

The four sample basis groups were similar in their responses to the question of whether they had applied for admission to a four-year institution before enrolling in a community college. Part-time students were more likely to indicate that they had been accepted for admission, regardless of enrollment status.

There was little difference among age groups according to whether they had applied for admission to a four-year institution before enrolling in their community college for the fall term. However, middle-aged and oldest respondents were more likely than the youngest respondents to indicate that they had been accepted.

Respondents in the earlier high school graduating classes were somewhat more likely than those in the most recent classes to have applied for admission to a four-year institution. There was a substantial difference between recent vs. earliest graduates on whether they had been accepted (53 percent vs. 93 percent). The two racial groups were similar on each of these items.

A higher percentage of respondents in the D.C. suburbs (44 percent) had applied for admission to a four-year institution before enrolling in their community college. However, the highest acceptance rate (96 percent of those who applied) was that for Tidewater region respondents.

Perceptions of Costs of Other Educational Institutions.

A considerable majority of respondents perceived their community college to cost less than a four-year public (82 percent) or private (84 percent) institution. Few thought that their community college cost more than a trade/occupational school. However, respondents were split almost evenly among those who thought their community college cost less or about the same as a trade/occupational school. Many (36 percent) did not know how these costs compared. Full-time students were slightly more likely than part-time students to think their community college cost less than either four-year public or private schools.

The four sample basis groups were similar in their responses to the questions on the comparative costs of their community college versus four-year public and four-year private institutions. Part-time respondents were more likely than full-timers to indicate that they did not know how to evaluate the relative cost of their community college versus a trade/occupational school, regardless of enrollment status.

For all age groups, a substantial majority of respondents believe that their community college costs less than four-year public or private institutions. Apparently, the youngest age group has investigated the costs of trade/occupational schools,

since they were less likely than middle age or older respondents to reply that they did not know the relative costs. Results for high school graduating classes were similar; earlier graduates were the most likely to be unaware of relative costs of trade/occupational schools.

The two racial groups were comparable in terms of their perceptions of their community college costs relative to four-year public and private institutions. Whites were more likely than nonwhites (39 percent vs. 23 percent) to say that they did not know how community college costs compared to trade/occupational schools.

Geographic regional groups were similar to each other on the questions assessing relative costs of public and private four-year schools compared to their community college. South Central region respondents were less likely than those in the other four regions to say that their community college cost less than a trade/occupational school and more likely to be unaware of the relative costs.

Respondent Characteristics.

Respondent characteristics are displayed in Table 7 for the total sample and by student and enrollment status; Table 8 shows

respondent characteristics for the four sample basis groups. As in other tables, percentages were weighted according to the four sample basis groups, and counts presented in each cell are unweighted. For the total sample, 64 percent of respondents were female, and 80 percent were white. Thirty-four percent were new/transfer students, 66 percent were classified as returning. Seventy-four percent were part-time and 26 percent full-time students. Close to half (45 percent) were listed as "unclassified" on program level. Twenty respondents (not shown in table) indicated early in the interview that they were not currently enrolled and were terminated at that point. Though 509 respondents indicated that they attended the community college on their record, corrected colleges had to be obtained from the remaining 92. Displays of both the colleges on record and corrected colleges of attendance can be found in Table 7.

The majority of respondents (61 percent) had graduated from high school in 1984 or earlier. Of those who graduated in 1985 or later, most (69 percent) had received a standard diploma. Over three-quarters of respondents (79 percent) said that they were employed, and 65 percent of those who were employed work full-time.

Returning (69 percent) and part-time (76 percent) students were more likely than new/transfer (45 percent) and full-time (18 percent) students to have graduated from high school in 1984 or

earlier. Full-timers were much more concentrated in the 17-21 year age group than part-timers (73 vs. 20 percent). New/transfer students were also more likely than returning students to be in the youngest age group (51 vs. 25 percent). Of those who said they were employed, 77 percent of part-time students were employed full-time, compared to 20 percent of full-time students.

New/ft and return/ft respondents were more concentrated in the youngest age group (83 and 67 percent) than the other sample basis groups. Return/pt respondents were much more likely than new/ft respondents to have graduated in 1984 or earlier (85 percent vs. 13 percent). More new/pt students were listed as "unclassified" on program level than any other sample basis group. Return/pt students were most likely to indicate they are employed (87 percent), followed by new/pt (75 percent), return/ft (68 percent), and new/ft (62 percent).

Open-ended Questions

A listing of verbatim responses to open ended questions in the survey instrument can be found in the following tables: Table 9 - Other important factors in the decision to attend a community college; Table 10 - Other important factors in the decision to attend the respondent's specific community college; Table 11 - Factors in deciding whether to enroll for next

semester, if now undecided. In general, respondents did not seem to make the distinction between attending a community college (in general terms) and their specific community college. Thus, almost all responses in Table 9 are covered in the following series of questions about factors in the specific choice of college. However, there are factors not covered in the closed ended responses -- e.g., improving grades, personal links to college -- that might be examined if further studies such as this one are undertaken.

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APPENDIX A

TABLES

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Total	100%	601	100%	301	100%	300	100%	301	100%	300
Importance of desire to prepare for transfer to four-year school in decision to attend a community college										
Very important	42%	288	41%	144	43%	144	61%	184	36%	104
Somewhat important	23%	132	18%	55	25%	77	24%	69	23%	63
Not very important	14%	70	11%	30	15%	40	8%	24	16%	46
Not at all important	20%	106	28%	68	16%	38	7%	22	25%	84
Don't know	1%	5	2%	4	0%	1	1%	2	1%	3
Importance of desire to acquire basic skills for further learning in decision to attend a community college										
Very important	69%	417	66%	202	71%	215	72%	215	69%	202
Somewhat important	19%	119	20%	60	18%	59	22%	64	18%	55
Not very important	7%	41	8%	25	6%	16	5%	18	7%	23
Not at all important	4%	21	5%	12	4%	9	1%	3	6%	18
Don't know	1%	3	1%	2	1%	1	0%	1	1%	2
Importance of gaining a sense of personal accomplishment in decision to attend a community college										
Very important	74%	435	71%	209	76%	226	72%	213	75%	222
Somewhat important	19%	123	19%	62	19%	61	23%	70	18%	53
Not very important	3%	22	5%	16	2%	6	4%	13	3%	9
Not at all important	3%	17	5%	11	2%	6	1%	4	4%	13
Don't know	1%	3	1%	2	1%	1	0%	1	1%	2
Importance of desire to acquire general knowledge in decision to attend a community college										
Very important	63%	379	62%	190	64%	189	63%	192	63%	187
Somewhat important	28%	174	28%	84	29%	90	31%	91	28%	83
Not very important	5%	31	5%	14	5%	17	5%	16	5%	15
Not at all important	3%	14	5%	11	2%	3	0%	1	4%	13
Don't know	1%	3	1%	2	1%	1	0%	1	1%	2

(continued)

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Importance of desire to prepare for occupation or career in decision to attend a community college										
Very important	73%	461	73%	227	73%	234	86%	256	68%	205
Somewhat important	17%	84	15%	41	18%	43	9%	28	20%	56
Not very important	5%	26	4%	12	5%	14	4%	11	5%	15
Not at all important	5%	23	7%	15	3%	8	1%	3	6%	20
Don't know	1%	7	2%	6	1%	1	1%	3	1%	4
Other factors of importance in decision to attend a community college										
Yes	50%	296	43%	135	53%	161	53%	157	49%	139
No	50%	305	57%	166	47%	139	47%	144	51%	161
Which occupational goal is most important to R at this time?										
To prepare for first full-time job	13%	104	15%	50	12%	54	31%	84	7%	20
To improve skills on present job	33%	125	27%	53	36%	72	6%	17	43%	108
To prepare for a new occupation	50%	297	54%	154	49%	143	61%	176	46%	121
Other	3%	14	3%	8	3%	6	2%	5	3%	9
Don't know	0%	3	1%	2	0%	1	0%	1	0%	2
Importance of location in decision to attend R's community college										
Very important	67%	381	57%	169	72%	212	62%	182	69%	199
Somewhat important	23%	149	28%	86	20%	63	26%	80	22%	69
Not very important	5%	43	9%	28	4%	15	9%	27	4%	16
Not at all important	4%	27	6%	17	4%	10	3%	11	5%	16
Don't know	0%	1	0%	1	0%	0	0%	1	0%	0
Importance of cost in decision to attend R's community college										
Very important	53%	299	41%	121	59%	178	52%	149	53%	150
Somewhat important	28%	138	26%	83	17%	55	24%	77	19%	61
Not very important	15%	96	18%	56	13%	40	17%	53	14%	43

(continued)

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Not at all important	12%	64	14%	39	10%	25	7%	22	13%	42
Don't know	1%	3	1%	2	1%	1	0%	0	1%	3
Importance of availability of courses/program in decision to attend R's community college										
Very important	67%	394	65%	195	68%	199	63%	191	69%	203
Somewhat important	24%	158	27%	83	23%	75	29%	88	23%	70
Not very important	6%	36	6%	17	6%	19	7%	20	5%	16
Not at all important	1%	7	2%	5	1%	2	0%	1	2%	6
Don't know	1%	5	0%	1	2%	4	0%	1	2%	4
Importance of quality of teaching in decision to attend R's community college										
Very important	67%	396	64%	195	68%	201	66%	198	67%	198
Somewhat important	24%	148	23%	71	24%	77	28%	82	22%	66
Not very important	6%	34	7%	18	5%	16	5%	13	6%	21
Not at all important	1%	10	3%	8	1%	2	1%	4	2%	6
Don't know	2%	12	3%	8	2%	4	1%	3	3%	9
Importance of open admissions policy in decision to attend R's community college										
Very important	39%	233	35%	108	41%	125	41%	121	39%	112
Somewhat important	27%	180	32%	99	24%	81	33%	101	25%	79
Not very important	16%	95	14%	44	16%	51	17%	51	15%	44
Not at all important	16%	84	17%	44	16%	40	8%	25	19%	59
Don't know	2%	9	2%	6	2%	3	1%	3	2%	6
Other factors of importance in decision to attend R's community college										
Yes	21%	125	18%	57	22%	68	23%	68	20%	57
No	79%	472	82%	241	78%	231	77%	233	80%	239
When R decided to attend for fall term										
Within one month of the beginning of the semester	25%	141	35%	98	20%	51	14%	46	29%	95

(continued)

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
More than one month, but less than three months before...	19%	124	28%	83	15%	41	18%	59	19%	65
More than three months before.	55%	328	36%	123	64%	205	68%	195	50%	133
Don't know.....	2%	7	2%	4	2%	3	0%	1	2%	6
Does R plan to complete a program?										
Yes, definitely.....	49%	303	38%	125	55%	178	62%	188	44%	123
Yes, probably.....	12%	63	10%	28	13%	35	8%	25	14%	38
Uncertain.....	9%	47	12%	30	8%	17	4%	12	11%	35
No, probably not.....	11%	80	19%	58	8%	22	12%	42	11%	38
No, definitely not.....	18%	104	22%	59	16%	45	13%	41	20%	63
About how long will it take R to complete program?										
Less than one year.....	14%	45	9%	11	16%	34	13%	23	15%	22
One year.....	21%	75	13%	20	24%	55	24%	45	20%	30
Two years.....	37%	171	59%	96	29%	75	55%	118	29%	53
Three years or more.....	21%	52	11%	13	25%	39	6%	12	28%	40
Don't know.....	7%	20	9%	11	6%	9	3%	6	8%	14
Does R plan to enroll next spring semester?										
Yes, definitely.....	67%	427	64%	209	69%	218	81%	244	63%	183
Yes, probably.....	11%	55	12%	32	10%	23	5%	15	13%	40
Uncertain.....	8%	42	9%	25	7%	17	4%	14	9%	28
No, probably not.....	6%	35	8%	18	6%	17	4%	11	7%	24
No, definitely not.....	8%	42	7%	17	9%	25	6%	17	8%	25
Did R apply for admission to four-year school before enrolling in specific community college?										
Yes.....	34%	211	34%	107	34%	104	37%	113	33%	98
No.....	66%	388	66%	193	66%	195	63%	187	67%	201
Don't know.....	0%	1	0%	0	0%	1	0%	1	0%	0
Was R accepted for admission by four-year school?										
Yes.....	84%	163	81%	79	86%	84	67%	74	91%	89
No.....	15%	45	18%	26	14%	19	31%	36	9%	9
Don't know.....	1%	2	1%	1	0%	1	2%	2	0%	0

(continued)

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
How much does R's community college cost compared to four-year public school?										
Less	82%	503	78%	244	84%	259	90%	269	79%	234
More	1%	6	1%	3	1%	3	1%	4	1%	2
About the same	4%	22	3%	10	5%	12	3%	9	5%	13
Depends on the particular school	0%	4	0%	1	0%	3	1%	4	0%	0
Don't know	12%	66	18%	43	10%	23	5%	15	15%	51
How much does R's community college cost compared to four-year private school?										
Less	84%	512	78%	243	87%	269	92%	274	81%	238
More	1%	7	1%	4	1%	3	2%	5	1%	2
About the same	2%	8	3%	6	1%	2	0%	1	2%	7
Depends on the particular school	0%	1	0%	0	0%	1	0%	1	0%	0
Don't know	13%	73	18%	48	11%	25	6%	20	16%	53
How much does R's community college cost compared to trade/occupational school?										
Less	29%	162	23%	72	32%	90	26%	79	30%	83
More	7%	44	8%	22	7%	22	7%	21	8%	23
About the same	27%	189	28%	92	26%	97	41%	121	22%	68
Depends on the particular school	0%	5	1%	4	0%	1	1%	4	0%	1
Don't know	36%	200	40%	110	34%	90	24%	76	40%	124

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Total	100%	601	100%	151	100%	150	100%	150	100%	150
Importance of desire to prepare for transfer to four-year school in decision to attend a community college										
Very important	42%	288	64%	96	32%	48	59%	88	37%	56
Somewhat important	23%	132	20%	30	17%	25	26%	39	25%	38
Not very important	14%	70	7%	10	13%	20	9%	14	17%	26
Not at all important	20%	106	9%	14	36%	54	5%	8	20%	30
Don't know	1%	5	1%	1	2%	3	1%	1	0%	0
Importance of desire to acquire basic skills for further learning in decision to attend a community college										
Very important	69%	417	71%	107	63%	95	72%	108	71%	107
Somewhat important	19%	119	20%	30	20%	30	23%	34	17%	25
Not very important	7%	41	8%	12	9%	13	4%	6	7%	10
Not at all important	4%	21	1%	1	7%	11	1%	2	5%	7
Don't know	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of gaining a sense of personal accomplishment in decision to attend a community college										
Very important	74%	435	68%	102	72%	107	74%	111	77%	115
Somewhat important	19%	123	24%	36	17%	26	23%	34	18%	27
Not very important	3%	22	7%	10	4%	6	2%	3	2%	3
Not at all important	3%	17	1%	2	6%	9	1%	2	3%	4
Don't know	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of desire to acquire general knowledge in decision to attend a community college										
Very important	63%	379	66%	100	60%	90	61%	92	65%	97
Somewhat important	28%	174	28%	42	28%	42	33%	49	27%	41
Not very important	5%	31	5%	7	5%	7	6%	9	5%	8

(continued)

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Not at all important	3%	14	1%	1	7%	10	0%	0	2%	3
Don't know	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of desire to prepare for occupation or career in decision to attend a community college										
Very important	73%	461	82%	124	69%	103	88%	132	68%	102
Somewhat important	17%	84	11%	17	16%	24	7%	11	21%	32
Not very important	5%	26	4%	6	4%	6	3%	5	6%	9
Not at all important	5%	23	1%	1	9%	14	1%	2	4%	6
Don't know	1%	7	2%	3	2%	3	0%	0	1%	1
Other factors of importance in decision to attend a community college										
Yes	50%	296	50%	76	39%	59	54%	81	53%	80
No	50%	305	50%	75	61%	91	46%	69	47%	70
Which occupational goal is most important to R at this time?										
To prepare for first full-time job	13%	104	26%	37	10%	13	33%	47	5%	7
To improve skills on present job	33%	125	5%	7	37%	46	7%	10	46%	62
To prepare for a new occupation	50%	297	67%	94	48%	60	58%	82	46%	61
Other	3%	14	2%	3	4%	5	1%	2	3%	4
Don't know	0%	3	0%	0	2%	2	1%	1	0%	0
Importance of location in decision to attend R's community college										
Very important	67%	381	54%	81	59%	88	67%	101	74%	111
Somewhat important	23%	149	30%	46	27%	40	23%	34	19%	29
Not very important	5%	43	11%	16	8%	12	7%	11	3%	4
Not at all important	4%	27	5%	7	7%	10	3%	4	4%	6
Don't know	0%	1	1%	1	0%	0	0%	0	0%	0

(continued)

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Importance of cost in decision to attend R's community college										
Very important	53%	299	38%	58	42%	63	61%	91	58%	87
Somewhat important	28%	138	30%	46	25%	37	21%	31	16%	24
Not very important	15%	96	21%	32	16%	24	14%	21	13%	19
Not at all important	12%	64	10%	15	16%	24	5%	7	12%	18
Don't know	1%	3	0%	0	1%	2	0%	0	1%	1
Importance of availability of courses/program in decision to attend R's community college										
Very important	67%	394	64%	96	66%	99	63%	95	70%	104
Somewhat important	24%	158	30%	45	25%	38	29%	43	21%	32
Not very important	6%	36	6%	9	5%	8	7%	11	5%	8
Not at all important	1%	7	1%	1	3%	4	0%	0	1%	2
Don't know	1%	5	0%	0	1%	1	1%	1	2%	3
Importance of quality of teaching in decision to attend R's community college										
Very important	67%	396	67%	101	63%	94	65%	97	69%	104
Somewhat important	24%	148	26%	39	21%	32	29%	43	23%	34
Not very important	6%	34	3%	5	9%	13	5%	8	5%	8
Not at all important	1%	10	2%	3	3%	5	1%	1	1%	1
Don't know	2%	12	1%	2	4%	6	1%	1	2%	3
Importance of open admissions policy in decision to attend R's community college										
Very important	39%	233	38%	58	33%	50	42%	63	41%	62
Somewhat important	27%	180	35%	53	31%	46	32%	48	22%	33
Not very important	16%	95	16%	24	13%	20	18%	27	16%	24
Not at all important	16%	84	9%	13	21%	31	8%	12	19%	28
Don't know	2%	9	2%	3	2%	3	0%	0	2%	3

(continued)

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Other factors of importance in decision to attend R's community college										
Yes	21%	125	21%	32	17%	25	24%	36	21%	32
No	79%	472	79%	119	83%	122	76%	114	79%	117
When R decided to attend for fall term										
Within one month of the beginning of the semester	25%	141	19%	29	41%	61	11%	17	23%	34
More than one month, but less than three months before	19%	124	27%	41	28%	42	12%	18	15%	23
More than three months before	55%	328	53%	80	29%	43	77%	115	60%	90
Don't know	2%	7	1%	1	2%	3	0%	0	2%	3
Does R plan to complete a program?										
Yes, definitely	49%	303	50%	76	33%	49	70%	104	50%	74
Yes, probably	12%	63	8%	12	11%	16	9%	13	15%	22
Uncertain	9%	47	6%	9	14%	21	2%	3	9%	14
No, probably not	11%	80	21%	32	17%	26	7%	10	8%	12
No, definitely not	18%	104	15%	22	25%	37	13%	19	18%	26
About how long will it take R to complete program?										
Less than one year	14%	45	5%	4	11%	7	16%	10	16%	15
One year	21%	75	14%	12	13%	8	28%	33	23%	22
Two years	37%	171	73%	64	51%	32	47%	54	22%	21
Three years or more	21%	52	5%	4	14%	9	7%	8	32%	31
Don't know	7%	28	5%	4	11%	7	2%	2	7%	7
Does R plan to enroll next spring semester?										
Yes, definitely	67%	427	82%	124	57%	85	80%	120	65%	98
Yes, probably	11%	55	7%	10	15%	22	3%	5	12%	18
Uncertain	8%	42	6%	9	11%	16	3%	5	8%	12
No, probably not	6%	35	2%	3	10%	15	5%	8	6%	9
No, definitely not	8%	42	3%	5	8%	12	8%	12	9%	13

(continued)

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Did R apply for admission to four-year school before enrolling in specific community college?										
Yes	34%	211	40%	60	32%	47	35%	53	34%	51
No	66%	388	60%	91	68%	102	64%	96	66%	99
Don't know	0%	1	0%	0	0%	0	1%	1	0%	0
Was R accepted for admission by four-year school?										
Yes	84%	163	61%	36	91%	43	72%	38	90%	46
No	15%	45	37%	22	9%	4	26%	14	10%	5
Don't know	1%	2	2%	1	0%	0	2%	1	0%	0
How much does R's community college cost compared to four-year public school?										
Less	82%	503	88%	133	74%	111	91%	136	82%	123
More	1%	6	1%	2	1%	1	1%	2	1%	1
About the same	4%	22	3%	5	3%	5	3%	4	5%	8
Depends on the particular school	0%	4	1%	1	0%	0	2%	3	0%	0
Don't know	12%	66	7%	10	22%	33	3%	5	12%	18
How much does R's community college cost compared to four-year private school?										
Less	84%	512	87%	132	74%	111	95%	142	85%	127
More	1%	7	2%	3	1%	1	1%	2	1%	1
About the same	2%	8	1%	1	3%	5	0%	0	1%	2
Depends on the particular school	0%	1	0%	0	0%	0	1%	1	0%	0
Don't know	13%	73	10%	15	22%	33	3%	5	13%	20
How much does R's community college cost compared to trade/occupational school?										
Less	29%	162	26%	40	21%	32	26%	39	34%	51
More	7%	44	7%	10	8%	12	7%	11	7%	11
About the same	27%	189	36%	54	26%	38	45%	67	20%	30

(continued)

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Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Depends on the particular school	0%	5	2%	3	1%	1	1%	1	0%	0
Don't know	36%	200	29%	44	44%	66	21%	32	39%	58

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Total	100%	601	100%	300	100%	173	100%	127
Importance of desire to prepare for transfer to four-year school in decision to attend a community college								
Very important	42%	288	61%	187	38%	69	27%	32
Somewhat important	23%	132	23%	70	24%	40	20%	21
Not very important	14%	78	9%	22	16%	23	18%	25
Not at all important	20%	106	6%	18	21%	39	36%	49
Don't know	1%	5	1%	3	1%	2	0%	0
Importance of desire to acquire basic skills for further learning in decision to attend a community college								
Very important	69%	417	74%	213	72%	125	62%	78
Somewhat important	19%	119	20%	65	18%	31	19%	23
Not very important	7%	41	6%	19	5%	8	10%	14
Not at all important	4%	21	1%	3	4%	7	8%	11
Don't know	1%	3	0%	0	1%	2	1%	1
Importance of gaining a sense of personal accomplishment in decision to attend a community college								
Very important	74%	435	72%	207	70%	125	81%	102
Somewhat important	19%	123	21%	71	21%	33	14%	19
Not very important	3%	22	5%	16	2%	3	2%	3
Not at all important	3%	17	2%	5	5%	9	2%	3
Don't know	1%	3	0%	1	1%	2	0%	0
Importance of desire to acquire general knowledge in decision to attend a community college								
Very important	63%	379	69%	197	63%	107	57%	74
Somewhat important	28%	174	26%	89	30%	52	28%	33
Not very important	5%	31	4%	11	3%	7	9%	13
Not at all important	3%	14	1%	2	3%	6	4%	6
Don't know	1%	3	0%	1	0%	1	1%	1

(continued)

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Importance of desire to prepare for occupation or career in decision to attend a community college								
Very important	73%	461	83%	249	74%	132	60%	79
Somewhat important	17%	84	10%	31	22%	31	18%	22
Not very important	5%	26	4%	12	1%	3	10%	11
Not at all important	5%	23	3%	6	2%	5	9%	12
Don't know	1%	7	0%	2	1%	2	2%	3
Other factors of importance in decision to attend a community college								
Yes	50%	296	45%	142	49%	87	55%	66
No	50%	305	55%	158	51%	86	45%	61
Which occupational goal is most important to R at this time?								
To prepare for first full-time job	13%	104	28%	84	8%	18	2%	2
To improve skills on present job	33%	125	14%	24	38%	53	51%	48
To prepare for a new occupation	50%	297	55%	163	50%	86	44%	47
Other	3%	14	2%	6	3%	5	3%	3
Don't know	0%	3	1%	2	0%	1	0%	0
Importance of location in decision to attend R's community college								
Very important	67%	381	56%	169	70%	114	77%	98
Somewhat important	23%	149	28%	89	22%	39	18%	21
Not very important	5%	43	10%	30	5%	10	2%	3
Not at all important	4%	27	6%	12	4%	9	4%	5
Don't know	0%	1	0%	0	0%	1	0%	0
Importance of cost in decision to attend R's community college								
Very important	53%	299	48%	140	55%	93	55%	66
Somewhat important	20%	138	22%	70	19%	38	19%	29
Not very important	15%	96	19%	61	12%	19	12%	16

(continued)

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Not at all important	12%	64	9%	27	13%	22	13%	15
Don't know	1%	3	1%	2	1%	1	0%	0
Importance of availability of courses/program in decision to attend R's community college								
Very important	67%	394	60%	178	73%	125	69%	90
Somewhat important	24%	158	28%	93	23%	40	22%	25
Not very important	6%	36	10%	25	2%	4	5%	7
Not at all important	1%	7	1%	3	0%	1	3%	3
Don't know	1%	5	0%	1	2%	3	1%	1
Importance of quality of teaching in decision to attend R's community college								
Very important	67%	396	68%	200	64%	107	69%	88
Somewhat important	24%	148	24%	76	30%	53	16%	19
Not very important	6%	34	6%	15	4%	9	8%	10
Not at all important	1%	10	1%	4	1%	3	2%	3
Don't know	2%	12	1%	4	0%	1	5%	7
Importance of open admissions policy in decision to attend R's community college								
Very important	39%	233	39%	117	40%	68	39%	48
Somewhat important	27%	180	37%	111	20%	38	23%	30
Not very important	16%	95	16%	50	17%	26	14%	19
Not at all important	16%	84	6%	20	20%	35	23%	29
Don't know	2%	9	1%	2	3%	6	1%	1
Other factors of importance in decision to attend R's community college								
Yes	21%	125	19%	57	21%	36	22%	32
No	79%	472	81%	243	79%	135	78%	93
When R decided to attend for fall term								
Within one month of the beginning of the semester	25%	141	22%	58	21%	39	33%	44

(continued)

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
More than one month, but less than three months before...	19%	124	17%	58	21%	40	19%	26
More than three months before.	55%	328	61%	183	57%	91	44%	53
Don't know.....	2%	7	0%	1	1%	2	4%	4
Does R plan to complete a program?								
Yes, definitely.....	49%	303	51%	156	51%	93	44%	53
Yes, probably.....	12%	63	10%	30	13%	19	14%	14
Uncertain.....	9%	47	6%	17	11%	16	10%	14
No, probably not.....	11%	60	12%	45	11%	18	11%	17
No, definitely not.....	18%	104	20%	51	15%	26	21%	27
About how long will it take R to complete program?								
Less than one year.....	14%	45	11%	14	14%	17	18%	14
One year.....	21%	75	18%	36	22%	23	25%	16
Two years.....	37%	171	57%	113	33%	43	16%	14
Three years or more.....	21%	52	10%	13	26%	23	29%	16
Don't know.....	7%	20	5%	8	5%	6	11%	6
Does R plan to enroll next spring semester?								
Yes, definitely.....	67%	427	75%	235	68%	120	58%	71
Yes, probably.....	11%	55	9%	23	8%	14	15%	18
Uncertain.....	8%	42	5%	17	8%	11	10%	14
No, probably not.....	6%	35	6%	12	8%	14	6%	9
No, definitely not.....	8%	42	5%	13	8%	14	11%	15
Did R apply for admission to four-year school before enrolling in specific community college?								
Yes.....	34%	211	34%	108	37%	63	31%	40
No.....	66%	388	66%	191..	63%	109	69%	87
Don't know.....	0%	1	0%	1	0%	0	0%	0
Was R accepted for admission by four-year school?								
Yes.....	84%	163	68%	68	92%	58	92%	37
No.....	15%	45	30%	37	8%	5	8%	3
Don't know.....	1%	2	2%	2	0%	0	0%	0

(continued)

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
How much does R's community college cost compared to four-year public school?								
Less	82%	503	86%	267	84%	139	75%	96
More	1%	6	1%	2	1%	3	1%	1
About the same	4%	22	6%	12	4%	6	2%	4
Depends on the particular school	0%	4	1%	2	1%	2	0%	0
Don't know	12%	66	7%	17	10%	23	22%	26
How much does R's community college cost compared to four-year private school?								
Less	84%	512	88%	268	86%	145	77%	98
More	1%	7	1%	4	0%	1	1%	2
About the same	2%	8	2%	4	2%	4	0%	0
Depends on the particular school	0%	1	0%	1	0%	0	0%	0
Don't know	13%	73	8%	23	12%	23	21%	27
How much does R's community college cost compared to trade/occupational school?								
Less	29%	162	29%	79	30%	51	28%	32
More	7%	44	9%	24	6%	10	7%	9
About the same	27%	189	39%	123	25%	44	16%	22
Depends on the particular school	0%	5	1%	2	0%	2	1%	1
Don't know	36%	200	23%	72	38%	65	50%	63

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
Total	100%	601	100%	143	100%	180	100%	258
Importance of desire to prepare for transfer to four-year school in decision to attend a community college								
Very important	42%	288	58%	87	60%	112	31%	78
Somewhat important	23%	132	24%	32	25%	43	22%	53
Not very important	14%	70	9%	12	8%	13	17%	43
Not at all important	20%	106	7%	11	6%	10	30%	83
Don't know	1%	5	1%	1	1%	2	0%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college								
Very important	69%	417	73%	103	73%	126	66%	169
Somewhat important	19%	119	17%	26	20%	41	20%	52
Not very important	7%	41	9%	13	5%	9	7%	19
Not at all important	4%	21	0%	1	2%	3	6%	16
Don't know	1%	3	0%	0	0%	1	1%	2
Importance of gaining a sense of personal accomplishment in decision to attend a community college								
Very important	74%	435	69%	96	71%	124	75%	196
Somewhat important	19%	123	23%	35	24%	45	17%	43
Not very important	3%	22	6%	9	4%	7	2%	5
Not at all important	3%	17	1%	2	2%	3	4%	12
Don't know	1%	3	0%	1	0%	0	1%	2
Importance of desire to acquire general knowledge in decision to attend a community college								
Very important	63%	379	68%	94	67%	116	60%	155
Somewhat important	28%	174	28%	42	29%	56	29%	71
Not very important	5%	31	3%	5	4%	7	6%	18
Not at all important	3%	14	0%	1	1%	1	4%	12
Don't know	1%	3	0%	1	0%	0	1%	2

(continued)

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
Importance of desire to prepare for occupation or career in decision to attend a community college								
Very important	73%	461	83%	118	84%	158	66%	177
Somewhat important	17%	84	11%	15	11%	19	20%	46
Not very important	5%	26	4%	6	2%	6	6%	14
Not at all important	5%	23	1%	2	3%	4	6%	17
Don't know	1%	7	1%	2	0%	1	1%	4
Other factors of importance in decision to attend a community college								
Yes	50%	296	45%	71	45%	84	54%	134
No	50%	305	55%	72	55%	96	46%	124
Which occupational goal is most important to R at this time?								
To prepare for first full-time job	13%	184	28%	36	27%	54	4%	10
To improve skills on present job	33%	125	6%	5	18%	22	47%	93
To prepare for a new occupation	50%	297	64%	89	50%	85	47%	113
Other	3%	14	1%	2	3%	5	3%	6
Don't know	0%	3	1%	1	1%	2	0%	0
Importance of location in decision to attend R's community college								
Very important	67%	381	57%	81	53%	97	75%	189
Somewhat important	23%	149	28%	43	32%	55	18%	47
Not very important	5%	43	11%	15	9%	17	3%	9
Not at all important	4%	27	4%	4	6%	11	4%	12
Don't know	0%	1	0%	0	0%	0	0%	1
Importance of cost in decision to attend R's community college								
Very important	53%	299	44%	62	50%	89	55%	137
Somewhat important	20%	138	19%	33	26%	44	19%	56
Not very important	15%	96	20%	30	18%	34	13%	31

(continued)

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
Not at all important	12%	64	15%	16	6%	13	13%	32
Don't know	1%	3	2%	2	0%	0	1%	1
Importance of availability of courses/program in decision to attend R's community college								
Very important	67%	394	60%	86	63%	109	70%	185
Somewhat important	24%	158	30%	44	27%	55	22%	53
Not very important	6%	36	7%	10	10%	15	4%	11
Not at all important	1%	7	2%	2	1%	1	2%	4
Don't know	1%	5	1%	1	0%	0	2%	4
Importance of quality of teaching in decision to attend R's community college								
Very important	67%	396	69%	97	67%	118	67%	170
Somewhat important	24%	148	25%	36	25%	48	22%	57
Not very important	6%	34	1%	3	7%	12	6%	17
Not at all important	1%	10	2%	3	0%	1	2%	6
Don't know	2%	12	2%	3	1%	1	3%	8
Importance of open admissions policy in decision to attend R's community college								
Very important	39%	233	37%	55	38%	67	38%	96
Somewhat important	27%	180	45%	59	32%	59	22%	60
Not very important	16%	95	10%	18	21%	39	15%	36
Not at all important	16%	84	7%	10	7%	14	23%	59
Don't know	2%	9	0%	1	1%	1	2%	7
Other factors of importance in decision to attend R's community college								
Yes	21%	125	16%	26	22%	37	21%	57
No	79%	472	84%	117	78%	142	79%	198
When R decided to attend for fall term								
Within one month of the beginning of the semester	25%	141	25%	30	19%	31	27%	75

(continued)

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
More than one month, but less than three months before...	19%	124	21%	32	15%	30	21%	62
More than three months before.	55%	328	53%	80	65%	119	49%	115
Don't know.....	2%	7	0%	1	0%	0	2%	5
Does R plan to complete a program?								
Yes, definitely.....	49%	303	47%	67	56%	106	46%	119
Yes, probably.....	12%	63	11%	14	10%	17	13%	30
Uncertain.....	9%	47	11%	14	4%	4	11%	27
No, probably not.....	11%	80	18%	29	10%	19	10%	29
No, definitely not.....	18%	104	13%	19	20%	33	19%	50
About how long will it take R to complete program?								
Less than one year.....	14%	45	6%	3	16%	16	14%	24
One year.....	21%	75	8%	7	23%	32	24%	33
Two years.....	37%	171	67%	59	49%	63	25%	45
Three years or more.....	21%	52	9%	5	11%	9	28%	35
Don't know.....	7%	20	10%	7	1%	1	9%	12
Does R plan to enroll next spring semester?								
Yes, definitely.....	67%	427	76%	112	71%	138	63%	162
Yes, probably.....	11%	55	10%	13	8%	11	12%	29
Uncertain.....	8%	42	7%	11	6%	8	9%	23
No, probably not.....	6%	35	3%	3	7%	10	7%	19
No, definitely not.....	8%	42	3%	4	9%	13	9%	25
Did R apply for admission to four-year school before enrolling in specific community college?								
Yes.....	34%	211	27%	46	41%	75	35%	90
No.....	66%	388	73%	97	59%	104	65%	168
Don't know.....	0%	1	0%	0	0%	1	0%	0
Was R accepted for admission by four-year school?								
Yes.....	84%	163	53%	24	77%	55	93%	84
No.....	15%	45	44%	20	22%	19	7%	6
Don't know.....	1%	2	3%	1	1%	1	0%	0

(continued)

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
How much does R's community college cost compared to four-year public school?								
Less	82%	503	87%	127	88%	160	79%	201
More	1%	6	0%	0	1%	3	1%	3
About the same	4%	22	3%	5	7%	8	4%	8
Depends on the particular school	0%	4	0%	1	1%	2	0%	1
Don't know	12%	66	10%	10	3%	7	17%	45
How much does R's community college cost compared to four-year private school?								
Less	84%	512	85%	124	91%	162	81%	211
More	1%	7	1%	2	1%	3	1%	1
About the same	2%	8	1%	1	4%	5	1%	2
Depends on the particular school	0%	1	0%	0	0%	1	0%	0
Don't know	13%	73	13%	16	4%	9	17%	44
How much does R's community college cost compared to trade/occupational school?								
Less	29%	162	22%	36	36%	52	27%	67
More	7%	44	7%	8	11%	18	7%	18
About the same	27%	189	41%	59	36%	70	20%	53
Depends on the particular school	0%	5	0%	1	1%	3	0%	1
Don't know	36%	200	29%	39	16%	37	46%	118

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Total	100%	601	100%	504	100%	97
Importance of desire to prepare for transfer to four-year school in decision to attend a community college						
Very important	42%	288	40%	231	54%	57
Somewhat important	23%	132	23%	112	24%	20
Not very important	14%	70	14%	61	13%	9
Not at all important	20%	106	23%	96	9%	18
Don't know	1%	5	1%	4	1%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college						
Very important	69%	417	68%	341	77%	76
Somewhat important	19%	119	19%	106	15%	13
Not very important	7%	41	7%	34	7%	7
Not at all important	4%	21	5%	20	1%	1
Don't know	1%	3	1%	3	0%	0
Importance of gaining a sense of personal accomplishment in decision to attend a community college						
Very important	74%	435	72%	355	84%	80
Somewhat important	19%	123	21%	111	13%	12
Not very important	3%	22	3%	18	3%	4
Not at all important	3%	17	4%	17	0%	0
Don't know	1%	3	1%	3	0%	0
Importance of desire to acquire general knowledge in decision to attend a community college						
Very important	63%	379	63%	312	65%	67
Somewhat important	28%	174	28%	148	30%	26
Not very important	5%	31	6%	30	0%	1
Not at all important	3%	14	2%	11	4%	3
Don't know	1%	3	1%	3	0%	0

(continued)

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Importance of desire to prepare for occupation or career in decision to attend a community college						
Very important	73%	461	71%	378	84%	83
Somewhat important	17%	84	17%	71	15%	13
Not very important	5%	26	6%	26	0%	0
Not at all important	5%	23	5%	22	1%	1
Don't know	1%	7	1%	7	0%	0
Other factors of importance in decision to attend a community college						
Yes	50%	296	49%	243	55%	53
No	50%	305	51%	261	45%	44
Which occupational goal is most important to R at this time?						
To prepare for first full-time job	13%	104	13%	83	15%	21
To improve skills on present job	33%	125	34%	103	28%	22
To prepare for a new occupation	50%	297	50%	248	51%	49
Other	3%	14	2%	11	5%	3
Don't know	0%	3	0%	2	1%	1
Importance of location in decision to attend R's community college						
Very important	67%	381	68%	323	63%	58
Somewhat important	23%	149	21%	119	31%	30
Not very important	5%	43	6%	37	5%	6
Not at all important	4%	27	5%	24	1%	3
Don't know	0%	1	0%	1	0%	0
Importance of cost in decision to attend R's community college						
Very important	53%	299	53%	249	54%	50
Somewhat important	20%	138	21%	116	19%	22
Not very important	15%	96	14%	79	18%	17
Not at all important	12%	64	12%	56	9%	8

(continued)

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Don't know	1%	3	1%	3	0%	0
Importance of availability of courses/program in decision to attend R's community college						
Very important	67%	394	65%	319	76%	75
Somewhat important	24%	158	26%	142	18%	16
Not very important	6%	36	6%	32	5%	4
Not at all important	1%	7	1%	6	1%	1
Don't know	1%	5	1%	4	1%	1
Importance of quality of teaching in decision to attend R's community college						
Very important	67%	396	66%	326	72%	70
Somewhat important	24%	148	24%	127	20%	21
Not very important	6%	34	6%	31	4%	3
Not at all important	1%	10	2%	9	1%	1
Don't know	2%	12	2%	10	3%	2
Importance of open admissions policy in decision to attend R's community college						
Very important	39%	233	39%	193	39%	40
Somewhat important	27%	160	26%	148	32%	32
Not very important	16%	95	16%	83	13%	12
Not at all important	16%	84	17%	74	14%	10
Don't know	2%	9	2%	6	2%	3
Other factors of importance in decision to attend R's community college						
Yes	21%	125	19%	97	29%	28
No	79%	472	81%	407	71%	65
When R decided to attend for fall term						
Within one month of the beginning of the semester	25%	141	26%	121	20%	20
More than one month, but less than three months before	19%	124	19%	107	18%	17

(continued)

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
More than three months before.	55%	328	54%	270	60%	58
Don't know	2%	7	1%	5	3%	2
Does R plan to complete a program?						
Yes, definitely	49%	303	48%	243	66%	60
Yes, probably	12%	63	13%	53	10%	10
Uncertain	9%	47	9%	42	8%	5
No, probably not	11%	80	12%	71	6%	9
No, definitely not	18%	104	20%	93	10%	11
About how long will it take R to complete program?						
Less than one year	14%	45	16%	39	7%	6
One year	21%	75	21%	58	25%	17
Two years	37%	171	35%	136	45%	35
Three years or more	21%	52	21%	41	21%	11
Don't know	7%	20	8%	19	3%	1
Does R plan to enroll next spring semester?						
Yes, definitely	67%	427	66%	354	74%	73
Yes, probably	11%	55	11%	47	9%	8
Uncertain	8%	42	8%	38	5%	4
No, probably not	6%	35	7%	31	4%	4
No, definitely not	8%	42	8%	34	8%	8
Did R apply for admission to four-year school before enrolling in specific community college?						
Yes	34%	211	34%	178	33%	33
No	66%	388	65%	324	67%	64
Don't know	0%	1	0%	1	0%	0
Was R accepted for admission by four-year school?						
Yes	84%	163	85%	138	81%	25
No	15%	45	15%	37	19%	8
Don't know	1%	2	1%	2	0%	0
How much does R's community college cost compared to four-year public school?						

(continued)

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Less	82%	503	83%	426	78%	77
More	1%	6	0%	4	3%	2
About the same	4%	22	3%	14	9%	8
Depends on the particular school	0%	4	0%	3	1%	1
Don't know	12%	66	13%	57	10%	9
How much does R's community college cost compared to four-year private school?						
Less	84%	512	84%	433	82%	79
More	1%	7	0%	4	3%	3
About the same	2%	8	1%	5	3%	3
Depends on the particular school	0%	1	0%	1	0%	0
Don't know	13%	73	14%	61	12%	12
How much does R's community college cost compared to trade/occupational school?						
Less	29%	162	27%	125	39%	37
More	7%	44	7%	36	9%	8
About the same	27%	189	27%	160	28%	29
Depends on the particular school	0%	5	0%	4	0%	1
Don't know	36%	200	39%	178	23%	22

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Total	100%	601	100%	85	100%	139	100%	127	100%	93	100%	132
Importance of desire to prepare for transfer to four-year school in decision to attend a community college												
Very important	42%	288	39%	41	48%	72	40%	58	35%	36	43%	66
Somewhat important	23%	132	19%	13	20%	29	29%	32	14%	17	28%	36
Not very important	14%	70	11%	10	12%	14	14%	15	20%	15	14%	15
Not at all important	20%	106	32%	21	18%	21	16%	21	31%	25	13%	14
Don't know	1%	5	0%	0	1%	3	1%	1	0%	0	1%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college												
Very important	69%	417	66%	56	65%	90	78%	95	72%	68	69%	92
Somewhat important	19%	119	21%	17	23%	33	11%	19	17%	18	20%	26
Not very important	7%	41	7%	9	7%	9	10%	12	1%	2	7%	8
Not at all important	4%	21	6%	3	4%	5	2%	1	8%	4	4%	6
Don't know	1%	3	0%	0	1%	2	0%	0	2%	1	0%	0
Importance of gaining a sense of personal accomplishment in decision to attend a community college												
Very important	74%	435	73%	59	68%	89	77%	95	70%	68	79%	103
Somewhat important	19%	123	21%	20	26%	38	15%	22	19%	17	17%	22
Not very important	3%	22	1%	3	4%	7	5%	6	4%	4	1%	2
Not at all important	3%	17	4%	3	2%	4	2%	2	6%	4	2%	4
Don't know	1%	3	0%	0	0%	0	1%	2	0%	0	1%	1
Importance of desire to acquire general knowledge in decision to attend a community college												
Very important	63%	379	53%	51	55%	77	75%	91	69%	62	64%	83
Somewhat important	28%	174	40%	29	34%	46	18%	29	23%	24	28%	38
Not very important	5%	31	7%	5	3%	8	4%	4	6%	5	6%	7
Not at all important	3%	14	0%	0	7%	7	2%	1	2%	2	2%	4
Don't know	1%	3	0%	0	1%	1	1%	2	0%	0	0%	0

(continued)

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Importance of desire to prepare for occupation or career in decision to attend a community college												
Very important	73%	461	71%	67	65%	93	84%	108	75%	71	69%	100
Somewhat important	17%	84	21%	11	19%	26	10%	11	17%	16	19%	19
Not very important	5%	26	4%	5	6%	8	3%	4	4%	3	7%	6
Not at all important	5%	23	4%	2	6%	7	3%	3	4%	3	5%	7
Don't know	1%	7	0%	0	4%	5	0%	1	0%	0	0%	0
Other factors of importance in decision to attend a community college												
Yes	50%	296	55%	42	51%	75	43%	60	42%	40	59%	72
No	50%	305	45%	43	49%	64	57%	67	58%	53	41%	60
Which occupational goal is most important to R at this time?												
To prepare for first full-time job	13%	104	8%	11	15%	26	18%	32	11%	12	13%	21
To improve skills on present job	33%	125	44%	23	33%	24	32%	24	38%	27	26%	22
To prepare for a new occupation	50%	297	47%	43	47%	68	47%	61	50%	47	56%	71
Other	3%	14	1%	1	3%	6	2%	2	1%	1	5%	3
Don't know	0%	3	0%	0	1%	2	0%	0	0%	0	1%	1
Importance of location in decision to attend R's community college												
Very important	67%	381	71%	53	73%	95	76%	98	52%	48	66%	84
Somewhat important	23%	149	20%	21	22%	35	16%	25	32%	28	22%	31
Not very important	5%	43	6%	8	1%	3	7%	10	10%	13	5%	8
Not at all important	4%	27	3%	3	3%	6	2%	2	6%	4	8%	9
Don't know	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0
Importance of cost in decision to attend R's community college												
Very important	53%	299	44%	35	54%	72	60%	78	41%	39	62%	76
Somewhat important	20%	138	29%	28	19%	27	16%	28	16%	16	24%	36
Not very important	15%	96	11%	10	19%	29	9%	13	23%	22	7%	12
Not at all important	12%	64	14%	11	9%	11	15%	15	19%	15	6%	7

(continued)

Table 6
Geographic Region by Survey Items

	Total		Region							
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Don't know	1%	3	2%	1	0%	0	0%	0	1%	1	1%	1
Importance of availability of courses/program in decision to attend R's community college												
Very important	67%	394	74%	58	66%	90	67%	82	66%	63	65%	86
Somewhat important	24%	158	21%	23	24%	36	27%	36	19%	17	27%	37
Not very important	6%	36	2%	2	7%	10	7%	9	7%	7	6%	7
Not at all important	1%	7	1%	1	2%	2	0%	0	4%	3	1%	1
Don't know	1%	5	2%	1	0%	1	0%	0	4%	2	1%	1
Importance of quality of teaching in decision to attend R's community college												
Very important	67%	396	79%	60	60%	82	70%	93	59%	60	69%	87
Somewhat important	24%	148	14%	17	28%	41	26%	29	28%	21	22%	34
Not very important	6%	34	6%	6	5%	7	4%	4	10%	8	4%	5
Not at all important	1%	10	1%	1	1%	3	0%	1	1%	2	3%	3
Don't know	2%	12	0%	0	5%	6	0%	0	2%	2	2%	3
Importance of open admissions policy in decision to attend R's community college												
Very important	39%	233	39%	31	36%	46	46%	60	43%	42	36%	46
Somewhat important	27%	160	28%	24	26%	43	26%	36	20%	22	31%	46
Not very important	16%	95	16%	17	16%	23	13%	17	18%	14	16%	20
Not at all important	16%	84	17%	12	19%	24	14%	13	16%	14	16%	18
Don't know	2%	9	0%	1	2%	3	2%	1	2%	1	2%	2
Other factors of importance in decision to attend R's community college												
Yes	21%	125	24%	18	19%	30	18%	22	21%	19	23%	32
No	79%	472	76%	67	81%	108	82%	104	79%	74	77%	98
When R decided to attend for fall term												
Within one month of the beginning of the semester	25%	141	35%	27	24%	31	26%	26	26%	24	17%	25
More than one month, but less than three months before	19%	124	16%	17	19%	29	15%	22	20%	18	22%	32

(continued)

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
More than three months before.	55%	328	49%	41	55%	76	59%	78	49%	48	59%	74
Don't know	2%	7	0%	0	2%	2	0%	1	4%	3	1%	1
Does R plan to complete a program?												
Yes, definitely	49%	303	58%	51	48%	62	46%	65	48%	44	48%	67
Yes, probably	12%	63	6%	3	13%	15	12%	14	14%	14	15%	16
Uncertain	9%	47	6%	5	8%	10	14%	14	8%	7	7%	8
No, probably not	11%	80	15%	14	8%	19	11%	15	13%	13	12%	17
No, definitely not	18%	104	15%	12	24%	31	16%	18	17%	14	17%	24
About how long will it take R to complete program?												
Less than one year	14%	45	16%	7	15%	9	10%	8	12%	6	16%	12
One year	21%	75	22%	10	24%	17	30%	22	22%	12	13%	12
Two years	37%	171	40%	29	29%	34	34%	34	34%	24	45%	42
Three years or more	21%	52	17%	6	23%	12	25%	12	20%	9	20%	11
Don't know	7%	20	4%	1	9%	5	2%	3	11%	6	7%	5
Does R plan to enroll next spring semester?												
Yes, definitely	67%	427	62%	60	74%	107	67%	90	57%	57	71%	96
Yes, probably	11%	55	8%	6	8%	9	7%	8	18%	15	13%	15
Uncertain	8%	42	14%	8	7%	9	7%	8	8%	8	6%	8
No, probably not	6%	35	11%	8	4%	6	6%	8	10%	7	4%	4
No, definitely not	8%	42	4%	3	7%	8	13%	13	8%	6	6%	9
Did R apply for admission to four-year school before enrolling in specific community college?												
Yes	34%	211	35%	28	44%	65	29%	37	28%	26	33%	46
No	66%	388	65%	56	56%	74	71%	90	72%	66	67%	86
Don't know	0%	1	0%	0	0%	0	0%	0	1%	1	0%	0
Was R accepted for admission by four-year school?												
Yes	84%	163	87%	23	78%	46	79%	25	77%	20	96%	41
No	15%	45	13%	5	22%	19	20%	10	23%	6	4%	4
Don't know	1%	2	0%	0	0%	0	2%	1	0%	0	1%	1
How much does R's community college cost compared to four-year public school?												

(continued)

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Less	82%	503	82%	71	82%	117	87%	111	80%	78	82%	112
More	1%	6	1%	1	0%	1	0%	0	0%	0	1%	1
About the same	4%	22	7%	5	5%	5	4%	4	2%	2	2%	2
Depends on the particular school	0%	4	0%	0	0%	0	0%	1	1%	1	0%	1
Don't know	12%	66	9%	8	12%	16	9%	11	17%	12	15%	16
How much does R's community college cost compared to four-year private school?												
Less	84%	512	88%	75	86%	121	90%	115	75%	72	84%	113
More	1%	7	0%	0	0%	1	0%	0	1%	2	2%	3
About the same	2%	8	0%	1	1%	1	0%	0	3%	3	1%	2
Depends on the particular school	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0
Don't know	13%	73	12%	9	12%	16	10%	12	21%	16	12%	14
How much does R's community college cost compared to trade/occupational school?												
Less	29%	162	24%	19	37%	48	31%	35	14%	13	35%	45
More	7%	44	12%	7	4%	9	6%	10	9%	9	6%	6
About the same	27%	189	33%	28	21%	33	34%	47	31%	36	18%	35
Depends on the particular school	0%	5	1%	1	1%	2	0%	0	0%	0	0%	1
Don't know	36%	200	30%	30	36%	46	29%	35	45%	35	41%	45

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Total	100%	601	100%	301	100%	300	100%	301	100%	300
Sex										
Male	36%	238	38%	121	35%	117	46%	137	33%	101
Female	64%	363	62%	188	65%	183	54%	164	67%	199
Race										
White	80%	489	83%	251	79%	238	82%	249	80%	240
Black	13%	67	10%	28	14%	39	10%	28	14%	39
Oriental	4%	26	6%	16	3%	10	4%	13	4%	13
Spanish surnamed	3%	15	1%	5	3%	10	3%	9	2%	6
Other	1%	4	0%	1	1%	3	1%	2	1%	2
Age of Respondent										
17-21 yrs	34%	300	51%	183	25%	117	73%	227	20%	73
22-34 yrs	36%	173	27%	68	41%	105	20%	55	42%	118
35 yrs. or older	30%	127	22%	49	35%	78	7%	19	39%	108
Student status										
New	24%	219	70%	219	0%	0	30%	121	21%	98
Returning	66%	300	0%	0	100%	300	62%	150	68%	150
Transfer	10%	82	30%	82	0%	0	7%	30	11%	52
Enrollment status										
Full-time	26%	301	29%	151	25%	150	100%	301	0%	0
Part-time	74%	300	71%	150	75%	150	0%	0	100%	300
Program level										
Transfer degree freshmen	20%	153	21%	76	20%	77	36%	109	15%	44
Developmental	3%	24	3%	15	3%	9	5%	17	3%	7
Diploma freshmen	0%	1	0%	0	0%	1	0%	1	0%	0
Certificate freshmen	6%	31	4%	13	6%	18	5%	16	6%	15
Unclassified	45%	245	59%	151	38%	94	23%	73	53%	172
O/T degree freshmen	15%	96	13%	46	15%	50	20%	59	13%	37
Transfer degree sophomore	4%	19	0%	0	6%	19	5%	11	4%	8
O/T degree sophomore	7%	32	0%	0	11%	32	6%	15	8%	17
College code on record										
New River	2%	12	1%	4	2%	8	3%	8	2%	4
Southside Virginia	3%	21	3%	10	3%	11	5%	14	2%	7
Paul D. Camp	1%	3	0%	1	1%	2	0%	1	1%	2
Rappahannock	3%	14	2%	6	3%	8	2%	5	3%	9

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Danville	2%	14	2%	8	2%	6	3%	10	2%	4
Northern Virginia	25%	157	27%	82	24%	75	27%	82	24%	75
Piedmont Virginia	3%	24	6%	20	2%	4	3%	11	4%	13
J. Sargeant Reynolds	9%	51	10%	28	8%	23	7%	21	10%	30
Eastern Shore	17%	88	13%	38	19%	50	12%	37	18%	51
Patrick Henry	0%	4	1%	2	0%	2	1%	3	0%	1
Virginia Western	6%	37	5%	16	7%	21	7%	20	6%	17
D. S. Lancaster	2%	9	2%	6	1%	3	1%	3	2%	6
Wytheville	2%	8	2%	4	2%	4	1%	2	2%	6
John Tyler	4%	22	6%	15	3%	7	2%	7	4%	15
Blue Ridge	2%	14	2%	8	2%	6	3%	10	2%	4
Central Virginia	2%	13	2%	5	2%	8	2%	6	2%	7
Thomas Nelson	6%	36	7%	17	6%	19	5%	15	7%	21
Southwest Virginia	3%	14	0%	2	4%	12	3%	9	2%	5
Germanna	4%	31	5%	18	3%	13	7%	22	2%	9
Lord Fairfax	4%	19	3%	9	4%	10	2%	8	4%	11
Mountain Empire	2%	10	1%	2	2%	8	3%	7	1%	3
Does R attend recorded community college?										-
Yes	83%	509	86%	258	82%	251	86%	259	82%	250
No	17%	92	14%	43	18%	49	14%	42	18%	50
Corrected community college attended										
New River	2%	12	1%	4	2%	8	3%	8	2%	4
Southside Virginia	3%	21	3%	10	3%	11	5%	14	2%	7
Paul D. Camp	1%	3	0%	1	1%	2	0%	1	1%	2
Rappahannock	3%	14	2%	6	3%	8	2%	5	3%	9
Danville	2%	14	2%	8	2%	6	3%	10	2%	4
Northern Virginia	25%	157	27%	82	24%	75	27%	82	25%	75
Piedmont Virginia	3%	24	6%	20	2%	4	3%	11	4%	13
J. Sargeant Reynolds	9%	51	10%	28	8%	23	7%	21	10%	30
Eastern Shore	2%	11	1%	3	2%	8	3%	7	2%	4
Patrick Henry	0%	4	1%	2	0%	2	1%	3	0%	1
Virginia Western	6%	36	5%	16	7%	20	7%	20	6%	16
D. S. Lancaster	2%	9	2%	6	1%	3	1%	3	2%	6
Wytheville	2%	8	2%	4	2%	4	1%	2	2%	6
John Tyler	4%	22	6%	15	3%	7	2%	7	4%	15
Blue Ridge	2%	14	2%	8	2%	6	3%	10	2%	4
Central Virginia	2%	13	2%	5	2%	8	2%	6	2%	7
Thomas Nelson	6%	36	7%	17	6%	19	5%	15	7%	21

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Southwest Virginia	3%	14	0%	2	4%	12	3%	9	2%	5
Tidewater	15%	77	12%	35	16%	42	10%	30	17%	47
Virginia Highlands	1%	14	2%	8	1%	6	4%	12	1%	2
Germanna	2%	17	4%	10	1%	7	3%	10	2%	7
Lord Fairfax	4%	19	3%	9	4%	10	2%	8	4%	11
Mountain Empire	2%	10	1%	2	2%	8	3%	7	1%	3
Corrected year of high school graduation										
1989,1990	14%	143	34%	125	4%	18	31%	110	8%	33
1985-1988	25%	180	21%	63	27%	117	51%	132	16%	48
1984 or earlier	61%	258	45%	104	69%	154	18%	51	76%	207
Type of high school diploma										
Standard diploma	69%	222	71%	131	68%	91	67%	162	72%	60
Advanced diploma	27%	92	24%	51	30%	41	31%	76	21%	16
Other kind of diploma	2%	5	3%	5	0%	0	1%	2	3%	3
Don't know	2%	5	2%	2	3%	3	1%	2	4%	3
Is R currently employed?										
Yes	79%	439	72%	207	82%	232	66%	196	83%	243
No	21%	162	28%	94	18%	68	34%	105	17%	57
R's employment status										
Full-time	65%	221	58%	95	68%	126	20%	37	77%	184
Part-time	35%	217	42%	111	32%	106	80%	159	23%	58
Region										
Northwest	14%	85	16%	50	13%	35	14%	45	14%	40
D.C. suburbs	23%	139	25%	70	22%	69	26%	73	22%	66
West	21%	127	17%	52	24%	75	27%	75	19%	52
South Central	16%	93	21%	55	13%	38	14%	40	17%	53
Tidewater	26%	132	22%	57	28%	75	20%	55	28%	77
Correct year of high school graduation										
GED	2%	13	1%	4	3%	9	3%	8	2%	5
33	0%	1	0%	1	0%	0	0%	0	0%	1
34	0%	1	0%	1	0%	0	0%	0	0%	1
37	0%	1	0%	0	1%	1	0%	0	0%	1
38	0%	1	0%	0	1%	1	0%	0	0%	1
39	0%	1	0%	1	0%	0	0%	1	0%	0

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
41	0%	1	0%	1	0%	0	0%	0	0%	1
43	0%	2	0%	1	1%	1	0%	0	1%	2
46	0%	1	0%	0	1%	1	0%	0	0%	1
50	1%	3	0%	1	1%	2	0%	1	1%	2
52	1%	5	1%	3	1%	2	0%	1	1%	4
53	0%	1	0%	0	1%	1	0%	0	0%	1
54	0%	1	0%	1	0%	0	0%	0	0%	1
56	0%	1	0%	1	0%	0	0%	0	0%	1
57	0%	2	0%	1	1%	1	0%	0	1%	2
58	1%	3	0%	1	1%	2	0%	0	1%	3
59	1%	3	1%	2	1%	1	0%	0	1%	3
60	0%	1	0%	1	0%	0	0%	0	0%	1
61	0%	1	0%	1	0%	0	0%	0	0%	1
62	1%	6	1%	2	1%	4	1%	3	1%	3
63	0%	2	0%	1	1%	1	0%	0	1%	2
64	3%	14	3%	6	4%	8	0%	1	4%	13
65	1%	4	1%	2	1%	2	0%	0	1%	4
66	2%	5	0%	1	2%	4	0%	0	2%	5
67	2%	7	0%	1	3%	6	1%	2	2%	5
68	2%	7	0%	1	2%	6	1%	2	2%	5
69	3%	12	1%	2	4%	10	1%	2	4%	10
70	2%	10	2%	6	2%	4	1%	3	2%	7
71	3%	8	0%	1	4%	7	0%	0	3%	8
72	3%	12	2%	5	4%	7	0%	0	4%	12
73	2%	9	1%	4	2%	5	1%	3	2%	6
74	3%	11	1%	3	4%	8	0%	1	4%	10
75	4%	18	4%	10	3%	8	2%	5	4%	13
76	3%	10	1%	3	4%	7	0%	1	4%	9
77	3%	14	2%	5	4%	9	1%	3	4%	11
78	2%	7	1%	3	2%	4	0%	1	2%	6
79	3%	15	4%	10	2%	5	1%	4	3%	11
80	3%	14	2%	5	4%	9	1%	2	4%	12
81	1%	7	1%	2	1%	5	2%	4	1%	3
82	4%	17	4%	8	4%	9	1%	3	5%	14
83	3%	11	1%	2	4%	9	1%	3	3%	8
84	1%	8	1%	4	1%	4	2%	5	1%	3
85	3%	21	2%	6	4%	15	5%	13	3%	8
86	4%	26	2%	6	5%	20	7%	19	3%	7
87	7%	47	6%	19	7%	28	11%	31	5%	16
88	10%	86	10%	32	10%	54	26%	69	5%	17
89	12%	134	30%	117	3%	17	30%	109	6%	25
90	2%	9	4%	8	1%	1	0%	1	2%	8

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Don't know	1%	3	1%	2	1%	1	0%	0	1%	3
Age of Respondent										
17.00	2%	13	5%	13	0%	0	1%	5	2%	8
18.00	9%	98	21%	82	3%	16	21%	76	5%	22
19.00	10%	97	14%	51	9%	46	27%	79	5%	18
20.00	8%	61	8%	25	8%	36	16%	44	5%	17
21.00	4%	31	3%	12	4%	19	8%	23	3%	8
22.00	3%	19	2%	5	4%	14	5%	12	2%	7
23.00	3%	17	2%	6	3%	11	4%	10	2%	7
24.00	3%	11	0%	1	4%	10	1%	3	4%	8
25.00	3%	13	3%	6	3%	7	1%	3	3%	10
26.00	2%	10	2%	4	2%	6	1%	2	3%	8
27.00	3%	13	2%	5	3%	8	2%	4	3%	9
28.00	2%	13	2%	7	2%	6	2%	5	3%	8
29.00	2%	9	2%	5	2%	4	0%	1	3%	8
30.00	3%	13	1%	3	4%	10	1%	3	4%	10
31.00	2%	9	2%	5	2%	4	1%	3	2%	6
32.00	3%	18	4%	11	3%	7	2%	5	4%	13
33.00	3%	14	2%	5	4%	9	1%	2	4%	12
34.00	4%	14	2%	5	5%	9	0%	2	5%	12
35.00	3%	12	2%	5	3%	7	1%	2	4%	10
36.00	2%	8	0%	1	4%	7	0%	0	3%	8
37.00	3%	13	3%	8	2%	5	1%	3	3%	10
38.00	3%	11	0%	1	4%	10	1%	2	4%	9
39.00	2%	9	1%	2	3%	7	1%	3	2%	6
40.00	2%	8	0%	1	3%	7	1%	2	3%	6
41.00	1%	6	1%	2	2%	4	1%	2	2%	4
42.00	1%	5	1%	3	1%	2	0%	0	2%	5
43.00	2%	9	2%	4	2%	5	0%	1	3%	8
44.00	2%	8	2%	4	2%	4	0%	0	3%	8
45.00	2%	6	0%	0	2%	6	1%	2	2%	4
47.00	1%	3	1%	2	1%	1	0%	0	1%	3
48.00	1%	3	1%	2	1%	1	0%	0	1%	3
49.00	1%	5	1%	3	1%	2	0%	0	2%	5
50.00	0%	2	0%	1	1%	1	0%	0	1%	2
53.00	0%	1	0%	1	0%	0	0%	0	0%	1
54.00	1%	3	0%	1	1%	2	0%	0	1%	3
55.00	0%	1	0%	1	0%	0	0%	1	0%	0
56.00	0%	2	0%	1	1%	1	0%	0	1%	2
57.00	1%	3	0%	1	1%	2	0%	1	1%	2
64.00	0%	2	0%	1	1%	1	0%	0	1%	2

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
66.00	0%	1	0%	1	0%	0	0%	0	0%	1
68.00	0%	1	0%	0	1%	1	0%	0	0%	1
69.00	0%	1	0%	0	1%	1	0%	0	0%	1
71.00	0%	1	0%	0	1%	1	0%	0	0%	1
72.00	0%	1	0%	1	0%	0	0%	0	0%	1
73.00	0%	1	0%	1	0%	0	0%	0	0%	1
74.00	0%	1	0%	1	0%	0	0%	0	0%	1
Hours completed										
0	37%	314	98%	294	6%	20	41%	157	36%	157
1	1%	6	0%	0	2%	6	2%	4	1%	2
2	4%	13	0%	0	6%	13	0%	1	5%	12
3	4%	17	0%	0	6%	17	3%	7	5%	10
4	3%	9	0%	0	4%	9	1%	2	3%	7
5	2%	6	0%	0	2%	6	1%	2	2%	4
6	2%	10	0%	1	3%	9	2%	6	2%	4
7	1%	6	0%	0	2%	6	1%	3	1%	3
8	1%	3	0%	0	1%	3	1%	2	0%	1
9	2%	9	0%	0	2%	9	2%	6	1%	3
10	3%	12	0%	2	4%	10	2%	6	3%	6
11	1%	6	0%	1	1%	5	2%	5	0%	1
12	2%	9	0%	0	3%	9	2%	4	2%	5
13	0%	1	0%	0	0%	1	0%	1	0%	0
14	1%	4	0%	0	2%	4	0%	0	2%	4
15	1%	5	0%	0	2%	5	1%	2	1%	3
16	0%	2	0%	0	0%	2	1%	2	0%	0
17	1%	5	0%	1	1%	4	1%	3	1%	2
18	1%	4	0%	0	1%	4	1%	2	1%	2
19	1%	9	0%	0	2%	9	3%	7	1%	2
20	1%	3	0%	1	1%	2	0%	1	1%	2
21	1%	5	0%	0	2%	5	1%	2	1%	3
22	1%	6	0%	0	2%	6	2%	4	1%	2
23	1%	4	0%	0	1%	4	1%	2	1%	2
24	1%	4	0%	0	1%	4	1%	2	1%	2
25	2%	8	0%	0	2%	8	2%	5	1%	3
26	1%	8	0%	0	2%	8	2%	6	1%	2
27	0%	2	0%	0	0%	2	1%	2	0%	0
28	1%	5	0%	0	2%	5	0%	1	2%	4
29	1%	5	0%	0	1%	5	1%	3	1%	2
30	0%	1	0%	0	1%	1	0%	0	0%	1
32	1%	5	0%	0	1%	5	1%	3	1%	2
33	1%	5	0%	0	1%	5	1%	3	1%	2

(continued)

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
34	0%	3	0%	0	0%	3	1%	3	0%	0
35	1%	7	0%	0	1%	7	2%	6	0%	1
36	0%	3	0%	0	0%	3	1%	3	0%	0
37	1%	3	0%	0	1%	3	1%	2	0%	1
38	2%	6	0%	0	2%	6	1%	2	2%	4
39	1%	4	0%	0	1%	4	1%	2	1%	2
40	1%	3	0%	0	1%	3	1%	2	0%	1
41	1%	3	0%	0	2%	3	0%	0	1%	3
42	1%	3	0%	0	1%	3	1%	2	0%	1
43	1%	3	0%	0	1%	3	1%	2	0%	1
44	0%	2	0%	0	1%	2	0%	1	0%	1
45	1%	3	0%	0	1%	3	1%	2	0%	1
46	1%	5	0%	0	2%	5	1%	2	1%	3
47	0%	1	0%	0	1%	1	0%	0	0%	1
48	0%	2	0%	0	0%	2	1%	2	0%	0
49	0%	1	0%	0	1%	1	0%	0	0%	1
51	1%	3	0%	0	1%	3	1%	2	0%	1
52	1%	3	0%	0	1%	3	1%	2	0%	1
53	0%	2	0%	0	1%	2	0%	1	0%	1
54	1%	3	0%	0	1%	3	1%	2	0%	1
56	0%	1	0%	0	0%	1	0%	1	0%	0
57	1%	5	0%	0	2%	6	1%	3	1%	3
58	0%	1	0%	0	1%	1	0%	0	0%	1
59	0%	1	0%	0	0%	1	0%	1	0%	0
60	0%	1	0%	0	1%	1	0%	0	0%	1
61	1%	2	0%	0	1%	2	0%	0	1%	2
62	0%	1	0%	0	1%	1	0%	0	0%	1
66	0%	1	0%	0	1%	1	0%	0	0%	1
68	0%	1	0%	0	0%	1	0%	1	0%	0
69	0%	2	0%	1	1%	1	0%	0	1%	2
72	0%	1	0%	0	1%	1	0%	0	0%	1
75	0%	1	0%	0	1%	1	0%	0	0%	1
76	0%	1	0%	0	1%	1	0%	0	0%	1
80	0%	1	0%	0	1%	1	0%	0	0%	1
81	0%	1	0%	0	1%	1	0%	0	0%	1
86	0%	1	0%	0	1%	1	0%	0	0%	1
94	0%	1	0%	0	1%	1	0%	0	0%	1
98	0%	1	0%	0	0%	1	0%	1	0%	0
102	0%	1	0%	0	1%	1	0%	0	0%	1
127	0%	1	0%	0	1%	1	0%	0	0%	1
Curriculum code										

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
1	1%	5	2%	5	0%	0	0%	0	1%	5
21	8%	35	7%	17	8%	18	2%	5	10%	30
22	2%	10	2%	5	3%	5	0%	0	3%	10
23	4%	16	3%	8	4%	8	0%	2	5%	14
24	20%	112	26%	70	16%	42	12%	39	22%	73
25	1%	4	1%	2	1%	2	0%	0	1%	4
26	2%	14	2%	9	1%	5	3%	11	1%	3
27	2%	11	4%	9	1%	2	1%	2	2%	9
28	2%	15	4%	10	1%	5	2%	7	2%	8
29	0%	2	0%	1	1%	1	0%	0	1%	2
56	0%	1	0%	0	1%	1	0%	0	0%	1
77	0%	1	0%	1	0%	0	0%	0	0%	1
116	0%	1	0%	1	0%	0	0%	1	0%	0
118	0%	2	0%	1	0%	1	1%	2	0%	0
156	2%	12	1%	3	3%	9	2%	5	3%	7
157	0%	2	0%	1	0%	1	1%	2	0%	0
172	0%	2	0%	1	0%	1	1%	2	0%	0
180	0%	1	0%	0	0%	1	0%	1	0%	0
202	0%	1	0%	0	0%	1	0%	1	0%	0
203	4%	17	3%	8	4%	9	1%	5	4%	12
209	1%	5	0%	1	1%	4	1%	3	1%	2
210	0%	2	0%	1	1%	1	0%	1	0%	1
211	1%	6	1%	3	2%	3	0%	0	2%	6
212	3%	18	2%	7	4%	11	3%	8	4%	10
213	5%	36	4%	16	5%	20	9%	25	4%	11
216	2%	13	1%	5	2%	8	4%	11	1%	2
218	1%	6	0%	2	1%	4	2%	5	0%	1
219	0%	1	0%	1	0%	0	0%	1	0%	0
221	1%	3	0%	1	1%	2	0%	0	1%	3
224	0%	2	0%	1	1%	1	0%	1	0%	1
226	0%	1	0%	0	0%	1	0%	1	0%	0
234	2%	12	3%	8	1%	4	2%	6	2%	6
235	0%	1	0%	0	0%	1	0%	1	0%	0
245	0%	1	0%	1	0%	0	0%	0	0%	1
246	0%	2	0%	1	0%	1	1%	2	0%	0
247	0%	1	0%	0	1%	1	0%	0	0%	1
248	0%	1	0%	0	1%	1	0%	0	0%	1
251	1%	5	0%	1	1%	4	1%	3	1%	2
260	0%	2	0%	1	0%	1	1%	2	0%	0
261	0%	1	0%	1	0%	0	0%	0	0%	1
272	0%	1	0%	1	0%	0	0%	0	0%	1
289	0%	1	0%	1	0%	0	0%	0	0%	1

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
294	1%	10	1%	3	1%	7	3%	9	0%	1
400	1%	3	0%	0	1%	3	1%	2	0%	1
462	0%	1	0%	0	1%	1	0%	0	0%	1
464	1%	6	0%	2	2%	4	1%	3	1%	3
476	0%	1	0%	0	0%	1	0%	1	0%	0
480	0%	3	0%	2	0%	1	1%	3	0%	0
502	0%	1	0%	1	0%	0	0%	1	0%	0
513	0%	2	0%	0	1%	2	0%	1	0%	1
516	0%	1	0%	1	0%	0	0%	1	0%	0
529	1%	6	1%	4	1%	2	1%	3	1%	3
555	0%	2	0%	1	1%	1	0%	1	0%	1
624	1%	11	1%	6	1%	5	3%	10	0%	1
625	1%	9	1%	3	2%	6	2%	7	1%	2
634	0%	1	0%	0	1%	1	0%	0	0%	1
636	0%	2	0%	0	0%	2	1%	2	0%	0
648	3%	20	3%	11	3%	9	4%	13	2%	7
649	0%	6	1%	5	0%	1	2%	6	0%	0
650	1%	6	0%	2	1%	4	2%	6	0%	0
697	1%	13	1%	4	1%	9	4%	12	0%	1
699	6%	36	7%	19	5%	17	6%	17	6%	19
831	2%	10	2%	6	2%	4	1%	4	2%	6
836	0%	1	0%	0	0%	1	0%	1	0%	0
880	3%	22	3%	10	4%	12	4%	13	3%	9
881	1%	7	0%	2	1%	5	2%	6	0%	1
901	0%	4	1%	3	0%	1	1%	4	0%	0
902	0%	1	0%	1	0%	0	0%	0	0%	1
903	0%	1	0%	1	0%	0	0%	1	0%	0
905	0%	1	0%	0	1%	1	0%	0	0%	1
907	0%	1	0%	0	0%	1	0%	1	0%	0
908	0%	1	0%	0	1%	1	0%	0	0%	1
915	0%	2	0%	0	1%	2	0%	1	0%	1
921	0%	4	0%	0	1%	4	2%	4	0%	0
922	0%	1	0%	1	0%	0	0%	1	0%	0
925	0%	1	0%	1	0%	0	0%	0	0%	1
941	0%	1	0%	0	0%	1	0%	1	0%	0
942	0%	2	0%	0	1%	2	0%	1	0%	1
956	0%	2	0%	0	1%	2	0%	1	0%	1
966	1%	2	0%	0	1%	2	0%	0	1%	2
967	0%	2	0%	1	0%	1	1%	2	0%	0
968	0%	1	0%	1	0%	0	0%	1	0%	0
980	0%	1	0%	1	0%	0	0%	1	0%	0
981	1%	8	1%	4	1%	4	2%	5	1%	3

(continued)

Table 7
Respondent Characteristics: Total Sample and by Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Jurisdiction code										
1	1%	4	0%	1	1%	3	1%	2	1%	2
2	1%	9	2%	7	1%	2	1%	4	2%	5
3	0%	2	1%	2	0%	0	0%	1	0%	1
5	0%	4	0%	1	0%	3	1%	3	0%	1
7	2%	12	2%	4	3%	8	2%	5	2%	7
8	1%	7	1%	4	2%	3	1%	3	2%	4
10	1%	8	1%	3	2%	5	2%	4	1%	4
12	0%	2	0%	2	0%	0	0%	2	0%	0
13	0%	2	0%	0	1%	2	0%	1	0%	1
14	1%	3	0%	0	1%	3	1%	2	0%	1
15	1%	3	1%	2	1%	1	0%	1	1%	2
16	1%	3	0%	1	1%	2	0%	1	1%	2
17	0%	2	0%	0	1%	2	0%	1	0%	1
18	1%	3	0%	1	1%	2	0%	0	1%	3
20	0%	3	0%	2	0%	1	1%	3	0%	0
21	3%	15	5%	11	2%	4	1%	3	3%	12
22	0%	1	0%	1	0%	0	0%	1	0%	0
24	0%	4	1%	3	0%	1	1%	2	0%	2
26	1%	3	0%	1	1%	2	1%	2	0%	1
27	0%	3	1%	3	0%	0	0%	1	0%	2
28	0%	1	0%	1	0%	0	0%	1	0%	0
29	10%	61	11%	32	10%	29	10%	30	10%	31
30	1%	2	0%	0	1%	2	0%	0	1%	2
32	0%	3	0%	2	1%	1	0%	2	0%	1
33	1%	6	0%	2	1%	4	1%	4	1%	2
34	1%	6	0%	2	2%	4	1%	3	1%	3
35	0%	1	0%	1	0%	0	0%	1	0%	0
36	1%	6	0%	2	2%	4	1%	3	1%	3
37	0%	2	0%	1	0%	1	0%	1	0%	1
38	0%	1	0%	1	0%	0	0%	0	0%	1
39	0%	2	0%	2	0%	0	0%	2	0%	0
40	0%	1	0%	0	0%	1	0%	1	0%	0
41	0%	2	1%	2	0%	0	0%	1	0%	1
42	2%	11	2%	5	3%	6	1%	4	3%	7
43	3%	16	3%	9	3%	7	2%	6	3%	10
44	0%	3	0%	0	0%	3	1%	3	0%	0
46	0%	2	0%	1	1%	1	0%	0	1%	2
47	1%	4	1%	2	1%	2	0%	1	1%	3
49	0%	1	0%	0	1%	1	0%	0	0%	1
51	0%	1	0%	1	0%	0	0%	0	0%	1
52	0%	1	0%	0	0%	1	0%	1	0%	0

(continued)

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
53	1%	9	2%	6	1%	3	2%	5	1%	4
54	0%	1	0%	1	0%	0	0%	1	0%	0
55	1%	3	1%	2	1%	1	0%	1	1%	2
56	0%	2	0%	2	0%	0	0%	2	0%	0
57	0%	1	0%	1	0%	0	0%	1	0%	0
58	0%	3	0%	2	0%	1	1%	3	0%	0
59	0%	1	0%	1	0%	0	0%	1	0%	0
60	1%	6	0%	2	1%	4	1%	4	1%	2
64	0%	2	0%	0	1%	2	0%	1	0%	1
65	0%	1	0%	1	0%	0	0%	0	0%	1
66	1%	5	0%	1	1%	4	1%	3	1%	2
67	1%	3	1%	2	1%	1	0%	0	1%	3
68	1%	3	0%	1	1%	2	0%	1	1%	2
69	0%	1	0%	1	0%	0	0%	0	0%	1
70	0%	3	0%	1	0%	2	1%	2	0%	1
71	0%	1	0%	1	0%	0	0%	1	0%	0
72	0%	3	1%	2	0%	1	1%	2	0%	1
73	0%	2	0%	0	1%	2	0%	1	0%	1
74	4%	24	4%	13	3%	11	4%	13	3%	11
75	0%	4	0%	1	0%	3	2%	4	0%	0
76	0%	1	0%	1	0%	0	0%	0	0%	1
77	0%	2	0%	1	1%	1	0%	0	1%	2
78	3%	15	2%	5	4%	10	2%	5	4%	10
80	0%	1	0%	0	0%	1	0%	1	0%	0
81	0%	4	0%	2	0%	2	1%	4	0%	0
83	1%	5	0%	2	1%	3	1%	3	1%	2
84	0%	3	1%	3	0%	0	1%	3	0%	0
86	1%	6	1%	3	0%	3	2%	5	0%	1
87	1%	4	1%	3	1%	1	0%	2	1%	2
90	1%	7	0%	1	2%	6	1%	3	2%	4
91	1%	2	0%	0	1%	2	0%	0	1%	2
92	1%	6	1%	3	1%	3	2%	5	0%	1
93	0%	2	0%	0	1%	2	0%	1	0%	1
94	1%	7	0%	1	2%	6	2%	4	1%	3
95	0%	2	0%	1	1%	1	0%	1	0%	1
96	0%	2	0%	0	1%	2	0%	1	0%	1
120	4%	26	3%	10	4%	16	6%	16	3%	10
140	0%	3	0%	1	0%	2	1%	3	0%	0
160	0%	1	0%	0	1%	1	0%	0	0%	1
180	0%	3	1%	2	0%	1	0%	1	0%	2
200	1%	7	1%	3	1%	4	2%	5	1%	2
220	0%	2	0%	1	0%	1	1%	2	0%	0

(continued)

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
240	0%	1	0%	1	0%	0	0%	0	0%	1
260	1%	3	1%	2	1%	1	0%	0	1%	3
280	1%	8	1%	5	2%	3	1%	5	1%	3
300	1%	3	1%	2	1%	1	0%	1	1%	2
320	0%	2	0%	2	0%	0	0%	2	0%	0
340	0%	1	0%	1	0%	0	0%	0	0%	1
360	1%	5	1%	3	0%	2	1%	3	0%	2
400	3%	14	2%	5	3%	9	2%	5	3%	9
420	0%	3	1%	3	0%	0	1%	3	0%	0
440	0%	1	0%	0	1%	1	0%	0	0%	1
480	0%	3	0%	2	1%	1	0%	2	0%	1
490	0%	1	0%	1	0%	0	0%	1	0%	0
495	0%	1	0%	0	1%	1	0%	0	0%	1
500	0%	1	0%	1	0%	0	0%	1	0%	0
520	2%	12	2%	5	2%	7	2%	5	2%	7
540	2%	12	1%	6	2%	6	3%	8	2%	4
600	2%	12	3%	6	2%	6	1%	3	3%	9
620	1%	3	1%	2	1%	1	0%	1	1%	2
640	2%	15	4%	10	2%	5	2%	6	2%	9
660	1%	4	1%	2	1%	2	0%	0	1%	4
680	0%	2	0%	0	0%	2	1%	2	0%	0
700	0%	1	0%	1	0%	0	0%	1	0%	0
740	1%	3	0%	0	1%	3	1%	2	0%	1
760	8%	42	7%	19	9%	23	5%	15	10%	27
780	0%	4	1%	2	0%	2	1%	3	0%	1
820	0%	4	1%	4	0%	0	0%	2	0%	2
901	1%	3	1%	2	1%	1	0%	1	1%	2
904	0%	1	0%	1	0%	0	0%	0	0%	1
905	0%	1	0%	1	0%	0	0%	0	0%	1
910	0%	1	0%	0	0%	1	0%	1	0%	0
911	0%	1	0%	1	0%	0	0%	0	0%	1
933	0%	1	0%	0	1%	1	0%	0	0%	1
939	0%	1	0%	1	0%	0	0%	1	0%	0
943	0%	3	1%	2	0%	1	0%	1	0%	2
944	0%	1	0%	1	0%	0	0%	1	0%	0
948	0%	1	0%	1	0%	0	0%	0	0%	1
949	0%	3	1%	2	0%	1	1%	2	0%	1
955	0%	1	0%	1	0%	0	0%	0	0%	1
960	1%	6	1%	4	0%	2	2%	5	0%	1

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Total	100%	151	100%	150	100%	150	100%	150
Sex								
Male	45%	68	35%	53	46%	69	32%	48
Female	55%	83	65%	97	54%	81	68%	102
Race								
White	85%	129	81%	122	80%	120	79%	118
Black	7%	11	11%	17	11%	17	15%	22
Oriental	4%	6	7%	10	5%	7	2%	3
Spanish surnamed	3%	4	1%	1	3%	5	3%	5
Other	1%	1	0%	0	1%	1	1%	2
Age of Respondent								
17-21 yrs	83%	126	38%	57	67%	101	11%	16
22-34 yrs	13%	19	33%	49	24%	36	46%	69
35 yrs. or older	4%	6	29%	43	9%	13	43%	65
Student status								
New	80%	121	65%	98	0%	0	0%	0
Returning	0%	0	0%	0	100%	150	100%	150
Transfer	20%	30	35%	52	0%	0	0%	0
Enrollment status								
Full-time	100%	151	0%	0	100%	150	0%	0
Part-time	0%	0	100%	150	0%	0	100%	150
Program level								
Transfer degree freshman	36%	55	14%	21	36%	54	15%	23
Developmental	9%	13	1%	2	3%	4	3%	5
Diploma freshman	0%	0	0%	0	1%	1	0%	0
Certificate freshman	5%	8	3%	5	5%	8	7%	10
Unclassified	30%	45	71%	106	19%	28	44%	66
O/T degree freshman	20%	30	11%	16	19%	29	14%	21
Transfer degree sophomore	0%	0	0%	0	7%	11	5%	8
O/T degree sophomore	0%	0	0%	0	10%	15	11%	17
College code on record								
New River	2%	3	1%	1	3%	5	2%	3
Southside Virginia	4%	6	3%	4	5%	8	2%	3
Paul D. Camp	0%	0	1%	1	1%	1	1%	1
Rappahannock	2%	3	2%	3	1%	2	4%	6

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Danville	5%	7	1%	1	2%	3	2%	3
Northern Virginia	28%	42	27%	40	27%	40	23%	35
Piedmont Virginia	7%	11	6%	9	0%	0	3%	4
J. Sargeant Reynolds	7%	11	11%	17	7%	10	9%	13
Eastern Shore	12%	18	13%	20	13%	19	21%	31
Patrick Henry	1%	1	1%	1	1%	2	0%	0
Virginia Western	7%	10	4%	6	7%	10	7%	11
D. S. Lancaster	1%	2	3%	4	1%	1	1%	2
Wytheville	1%	1	2%	3	1%	1	2%	3
John Tyler	3%	4	7%	11	2%	3	3%	4
Blue Ridge	5%	7	1%	1	2%	3	2%	3
Central Virginia	1%	1	3%	4	3%	5	2%	3
Thomas Nelson	3%	5	8%	12	7%	10	6%	9
Southwest Virginia	1%	2	0%	0	5%	7	3%	5
Germanna	7%	11	5%	7	7%	11	1%	2
Lord Fairfax	3%	5	3%	4	2%	3	5%	7
Mountain Empire	1%	1	1%	1	4%	6	1%	2
Does R attend recorded community college?								
Yes	85%	128	87%	130	87%	131	80%	120
No	15%	23	13%	20	13%	19	20%	30
Corrected community college attended								
New River	2%	3	1%	1	3%	5	2%	3
Southside Virginia	4%	6	3%	4	5%	8	2%	3
Paul D. Camp	0%	0	1%	1	1%	1	1%	1
Rappahannock	2%	3	2%	3	1%	2	4%	6
Danville	5%	7	1%	1	2%	3	2%	3
Northern Virginia	28%	42	27%	40	27%	40	23%	35
Piedmont Virginia	7%	11	6%	9	0%	0	3%	4
J. Sargeant Reynolds	7%	11	11%	17	7%	10	9%	13
Eastern Shore	1%	2	1%	1	3%	5	2%	3
Patrick Henry	1%	1	1%	1	1%	2	0%	0
Virginia Western	7%	10	4%	6	7%	10	7%	10
D. S. Lancaster	1%	2	3%	4	1%	1	1%	2
Wytheville	1%	1	2%	3	1%	1	2%	3
John Tyler	3%	4	7%	11	2%	3	3%	4
Blue Ridge	5%	7	1%	1	2%	3	2%	3
Central Virginia	1%	1	3%	4	3%	5	2%	3
Thomas Nelson	3%	5	8%	12	7%	10	6%	9

(continued)

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Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Southwest Virginia	1%	2	0%	0	5%	7	3%	5
Tidewater	11%	16	13%	19	9%	14	19%	28
Virginia Highlands	5%	7	1%	1	3%	5	1%	1
Germanna	3%	4	4%	6	4%	6	1%	1
Lord Fairfax	3%	5	3%	4	2%	3	5%	7
Mountain Empire	1%	1	1%	1	4%	6	1%	2
Corrected year of high school graduation								
1989,1990	63%	94	22%	31	11%	16	1%	2
1985-1988	23%	35	20%	28	67%	97	14%	20
1984 or earlier	13%	20	59%	84	22%	31	85%	123
Type of high school diploma								
Standard diploma	67%	86	75%	45	67%	76	68%	15
Advanced diploma	32%	41	17%	10	31%	35	27%	6
Other kind of diploma	2%	2	5%	3	0%	0	0%	0
Don't know	0%	0	3%	2	2%	2	5%	1
Is R currently employed?								
Yes	62%	94	75%	113	68%	102	87%	130
No	38%	57	25%	37	32%	48	13%	20
R's employment status								
Full-time	15%	14	72%	81	23%	23	79%	103
Part-time	85%	80	28%	31	77%	79	21%	27
Region								
Northwest	22%	31	14%	19	10%	14	14%	21
D.C. suburbs	24%	35	25%	35	26%	38	21%	31
West	22%	32	14%	20	30%	43	22%	32
South Central	15%	22	24%	33	13%	18	14%	20
Tidewater	17%	24	24%	33	22%	31	30%	44
Correct year of high school graduation								
GED	1%	2	1%	2	4%	6	2%	3
33	0%	0	1%	1	0%	0	0%	0
34	0%	0	1%	1	0%	0	0%	0
37	0%	0	0%	0	0%	0	1%	1
38	0%	0	0%	0	0%	0	1%	1
39	1%	1	0%	0	0%	0	0%	0

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
41	0%	0	1%	1	0%	0	0%	0
43	0%	0	1%	1	0%	0	1%	1
46	0%	0	0%	0	0%	0	1%	1
50	0%	0	1%	1	1%	1	1%	1
52	1%	1	1%	2	0%	0	1%	2
53	0%	0	0%	0	0%	0	1%	1
54	0%	0	1%	1	0%	0	0%	0
56	0%	0	1%	1	0%	0	0%	0
57	0%	0	1%	1	0%	0	1%	1
58	0%	0	1%	1	0%	0	1%	2
59	0%	0	1%	2	0%	0	1%	1
60	0%	0	1%	1	0%	0	0%	0
61	0%	0	1%	1	0%	0	0%	0
62	1%	1	1%	1	1%	2	1%	2
63	0%	0	1%	1	0%	0	1%	1
64	0%	0	4%	6	1%	1	5%	7
65	0%	0	1%	2	0%	0	1%	2
66	0%	0	1%	1	0%	0	3%	4
67	1%	1	0%	0	1%	1	3%	5
68	0%	0	1%	1	1%	2	3%	4
69	0%	0	1%	2	1%	2	5%	8
70	1%	2	3%	4	1%	1	2%	3
71	0%	0	1%	1	0%	0	5%	7
72	0%	0	3%	5	0%	0	5%	7
73	1%	2	1%	2	1%	1	3%	4
74	0%	0	2%	3	1%	1	5%	7
75	2%	3	5%	7	1%	2	4%	6
76	1%	1	1%	2	0%	0	5%	7
77	1%	1	3%	4	1%	2	5%	7
78	0%	0	2%	3	1%	1	2%	3
79	2%	3	5%	7	1%	1	3%	4
80	0%	0	3%	5	1%	2	5%	7
81	0%	0	1%	2	3%	4	1%	1
82	1%	1	5%	7	1%	2	5%	7
83	1%	1	1%	1	1%	2	5%	7
84	1%	2	1%	2	2%	3	1%	1
85	1%	2	3%	4	7%	11	3%	4
86	3%	4	1%	2	10%	15	3%	5
87	7%	10	6%	9	14%	21	5%	7
88	13%	19	9%	13	33%	50	3%	4
89	62%	93	16%	24	11%	16	1%	1
90	1%	1	5%	7	0%	0	1%	1

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Don't know	0%	0	1%	2	0%	0	1%	1
Age of Respondent								
17.00	3%	5	5%	8	0%	0	0%	0
18.00	41%	62	13%	20	9%	14	1%	2
19.00	24%	36	10%	15	29%	43	2%	3
20.00	10%	15	7%	10	19%	29	5%	7
21.00	5%	8	3%	4	10%	15	3%	4
22.00	1%	2	2%	3	7%	10	3%	4
23.00	2%	3	2%	3	5%	7	3%	4
24.00	1%	1	0%	0	1%	2	5%	8
25.00	1%	1	3%	5	1%	2	3%	5
26.00	0%	0	3%	4	1%	2	3%	4
27.00	0%	0	3%	5	3%	4	3%	4
28.00	2%	3	3%	4	1%	2	3%	4
29.00	1%	1	3%	4	0%	0	3%	4
30.00	0%	0	2%	3	2%	3	5%	7
31.00	1%	2	2%	3	1%	1	2%	3
32.00	2%	3	5%	8	1%	2	3%	5
33.00	1%	1	3%	4	1%	1	5%	8
34.00	1%	2	2%	3	0%	0	6%	9
35.00	1%	1	3%	4	1%	1	4%	6
36.00	0%	0	1%	1	0%	0	5%	7
37.00	1%	2	4%	6	1%	1	3%	4
38.00	0%	0	1%	1	1%	2	5%	8
39.00	0%	0	1%	2	2%	3	3%	4
40.00	1%	1	0%	0	1%	1	4%	6
41.00	1%	1	1%	1	1%	1	2%	3
42.00	0%	0	2%	3	0%	0	1%	2
43.00	0%	0	3%	4	1%	1	3%	4
44.00	0%	0	3%	4	0%	0	3%	4
45.00	0%	0	0%	0	1%	2	3%	4
47.00	0%	0	1%	2	0%	0	1%	1
48.00	0%	0	1%	2	0%	0	1%	1
49.00	0%	0	2%	3	0%	0	1%	2
50.00	0%	0	1%	1	0%	0	1%	1
53.00	0%	0	1%	1	0%	0	0%	0
54.00	0%	0	1%	1	0%	0	1%	2
55.00	1%	1	0%	0	0%	0	0%	0
56.00	0%	0	1%	1	0%	0	1%	1
57.00	0%	0	1%	1	1%	1	1%	1
64.00	0%	0	1%	1	0%	0	1%	1

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
66.00	0%	0	1%	1	0%	0	0%	0
68.00	0%	0	0%	0	0%	0	1%	1
69.00	0%	0	0%	0	0%	0	1%	1
71.00	0%	0	0%	0	0%	0	1%	1
72.00	0%	0	1%	1	0%	0	0%	0
73.00	0%	0	1%	1	0%	0	0%	0
74.00	0%	0	1%	1	0%	0	0%	0
Hours completed								
0	97%	146	99%	148	7%	11	6%	9
1	0%	0	0%	0	3%	4	1%	2
2	0%	0	0%	0	1%	1	8%	12
3	0%	0	0%	0	5%	7	7%	10
4	0%	0	0%	0	1%	2	5%	7
5	0%	0	0%	0	1%	2	3%	4
6	1%	1	0%	0	3%	5	3%	4
7	0%	0	0%	0	2%	3	2%	3
8	0%	0	0%	0	1%	2	1%	1
9	0%	0	0%	0	4%	6	2%	3
10	1%	2	0%	0	3%	4	4%	6
11	1%	1	0%	0	3%	4	1%	1
12	0%	0	0%	0	3%	4	3%	5
13	0%	0	0%	0	1%	1	0%	0
14	0%	0	0%	0	0%	0	3%	4
15	0%	0	0%	0	1%	2	2%	3
16	0%	0	0%	0	1%	2	0%	0
17	1%	1	0%	0	1%	2	1%	2
18	0%	0	0%	0	1%	2	1%	2
19	0%	0	0%	0	5%	7	1%	2
20	0%	0	1%	1	1%	1	1%	1
21	0%	0	0%	0	1%	2	2%	3
22	0%	0	0%	0	3%	4	1%	2
23	0%	0	0%	0	1%	2	1%	2
24	0%	0	0%	0	1%	2	1%	2
25	0%	0	0%	0	3%	5	2%	3
26	0%	0	0%	0	4%	6	1%	2
27	0%	0	0%	0	1%	2	0%	0
28	0%	0	0%	0	1%	1	3%	4
29	0%	0	0%	0	2%	3	1%	2
30	0%	0	0%	0	0%	0	1%	1
32	0%	0	0%	0	2%	3	1%	2
33	0%	0	0%	0	2%	3	1%	2

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
34	0%	0	0%	0	2%	3	0%	0
35	0%	0	0%	0	4%	6	1%	1
36	0%	0	0%	0	2%	3	0%	0
37	0%	0	0%	0	1%	2	1%	1
38	0%	0	0%	0	1%	2	3%	4
39	0%	0	0%	0	1%	2	1%	2
40	0%	0	0%	0	1%	2	1%	1
41	0%	0	0%	0	0%	0	2%	3
42	0%	0	0%	0	1%	2	1%	1
43	0%	0	0%	0	1%	2	1%	1
44	0%	0	0%	0	1%	1	1%	1
45	0%	0	0%	0	1%	2	1%	1
46	0%	0	0%	0	1%	2	2%	3
47	0%	0	0%	0	0%	0	1%	1
48	0%	0	0%	0	1%	2	0%	0
49	0%	0	0%	0	0%	0	1%	1
51	0%	0	0%	0	1%	2	1%	1
52	0%	0	0%	0	1%	2	1%	1
53	0%	0	0%	0	1%	1	1%	1
54	0%	0	0%	0	1%	2	1%	1
56	0%	0	0%	0	1%	1	0%	0
57	0%	0	0%	0	2%	3	2%	3
58	0%	0	0%	0	0%	0	1%	1
59	0%	0	0%	0	1%	1	0%	0
60	0%	0	0%	0	0%	0	1%	1
61	0%	0	0%	0	0%	0	1%	2
62	0%	0	0%	0	0%	0	1%	1
66	0%	0	0%	0	0%	0	1%	1
68	0%	0	0%	0	1%	1	0%	0
69	0%	0	1%	1	0%	0	1%	1
72	0%	0	0%	0	0%	0	1%	1
75	0%	0	0%	0	0%	0	1%	1
76	0%	0	0%	0	0%	0	1%	1
80	0%	0	0%	0	0%	0	1%	1
81	0%	0	0%	0	0%	0	1%	1
86	0%	0	0%	0	0%	0	1%	1
94	0%	0	0%	0	0%	0	1%	1
98	0%	0	0%	0	1%	1	0%	0
102	0%	0	0%	0	0%	0	1%	1
127	0%	0	0%	0	0%	0	1%	1
Curriculum code								

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
1	0%	0	3%	5	0%	0	0%	0
21	2%	3	9%	14	1%	2	11%	16
22	0%	0	3%	5	0%	0	3%	5
23	1%	2	4%	6	0%	0	5%	8
24	17%	25	30%	45	9%	14	19%	28
25	0%	0	1%	2	0%	0	1%	2
26	5%	7	1%	2	3%	4	1%	1
27	1%	1	5%	8	1%	1	1%	1
28	3%	4	4%	6	2%	3	1%	2
29	0%	0	1%	1	0%	0	1%	1
56	0%	0	0%	0	0%	0	1%	1
77	0%	0	1%	1	0%	0	0%	0
116	1%	1	0%	0	0%	0	0%	0
118	1%	1	0%	0	1%	1	0%	0
156	1%	1	1%	2	3%	4	3%	5
157	1%	1	0%	0	1%	1	0%	0
172	1%	1	0%	0	1%	1	0%	0
180	0%	0	0%	0	1%	1	0%	0
202	0%	0	0%	0	1%	1	0%	0
203	3%	4	3%	4	1%	1	5%	8
209	1%	1	0%	0	1%	2	1%	2
210	1%	1	0%	0	0%	0	1%	1
211	0%	0	2%	3	0%	0	2%	3
212	2%	3	3%	4	3%	5	4%	6
213	7%	11	3%	5	9%	14	4%	6
216	3%	5	0%	0	4%	6	1%	2
218	1%	2	0%	0	2%	3	1%	1
219	1%	1	0%	0	0%	0	0%	0
221	0%	0	1%	1	0%	0	1%	2
224	1%	1	0%	0	0%	0	1%	1
226	0%	0	0%	0	1%	1	0%	0
234	3%	4	3%	4	1%	2	1%	2
235	0%	0	0%	0	1%	1	0%	0
245	0%	0	1%	1	0%	0	0%	0
246	1%	1	0%	0	1%	1	0%	0
247	0%	0	0%	0	0%	0	1%	1
248	0%	0	0%	0	0%	0	1%	1
251	1%	1	0%	0	1%	2	1%	2
260	1%	1	0%	0	1%	1	0%	0
261	0%	0	1%	1	0%	0	0%	0
272	0%	0	1%	1	0%	0	0%	0
289	0%	0	1%	1	0%	0	0%	0

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
294	2%	3	0%	0	4%	6	1%	1
400	0%	0	0%	0	1%	2	1%	1
462	0%	0	0%	0	0%	0	1%	1
464	1%	2	0%	0	1%	1	2%	3
476	0%	0	0%	0	1%	1	0%	0
480	1%	2	0%	0	1%	1	0%	0
502	1%	1	0%	0	0%	0	0%	0
513	0%	0	0%	0	1%	1	1%	1
516	1%	1	0%	0	0%	0	0%	0
529	1%	2	1%	2	1%	1	1%	1
555	1%	1	0%	0	0%	0	1%	1
624	4%	6	0%	0	3%	4	1%	1
625	2%	3	0%	0	3%	4	1%	2
634	0%	0	0%	0	0%	0	1%	1
636	0%	0	0%	0	1%	2	0%	0
648	5%	8	2%	3	3%	5	3%	4
649	3%	5	0%	0	1%	1	0%	0
650	1%	2	0%	0	3%	4	0%	0
697	2%	3	1%	1	6%	9	0%	0
699	5%	8	7%	11	6%	9	5%	8
831	2%	3	2%	3	1%	1	2%	3
836	0%	0	0%	0	1%	1	0%	0
880	4%	6	3%	4	5%	7	3%	5
881	1%	2	0%	0	3%	4	1%	1
901	2%	3	0%	0	1%	1	0%	0
902	0%	0	1%	1	0%	0	0%	0
903	1%	1	0%	0	0%	0	0%	0
905	0%	0	0%	0	0%	0	1%	1
907	0%	0	0%	0	1%	1	0%	0
908	0%	0	0%	0	0%	0	1%	1
915	0%	0	0%	0	1%	1	1%	1
921	0%	0	0%	0	3%	4	0%	0
922	1%	1	0%	0	0%	0	0%	0
925	0%	0	1%	1	0%	0	0%	0
941	0%	0	0%	0	1%	1	0%	0
942	0%	0	0%	0	1%	1	1%	1
956	0%	0	0%	0	1%	1	1%	1
966	0%	0	0%	0	0%	0	1%	2
967	1%	1	0%	0	1%	1	0%	0
968	1%	1	0%	0	0%	0	0%	0
980	1%	1	0%	0	0%	0	0%	0
981	1%	2	1%	2	2%	3	1%	1

(continued)

Table B
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Jurisdiction code								
1	1%	1	0%	0	1%	1	1%	2
2	3%	4	2%	3	0%	0	1%	2
3	1%	1	1%	1	0%	0	0%	0
5	0%	0	1%	1	2%	3	0%	0
7	1%	1	2%	3	3%	4	3%	4
8	2%	3	1%	1	0%	0	2%	3
10	1%	1	1%	2	2%	3	1%	2
12	1%	2	0%	0	0%	0	0%	0
13	0%	0	0%	0	1%	1	1%	1
14	0%	0	0%	0	1%	2	1%	1
15	1%	1	1%	1	0%	0	1%	1
16	0%	0	1%	1	1%	1	1%	1
17	0%	0	0%	0	1%	1	1%	1
18	0%	0	1%	1	0%	0	1%	2
20	1%	2	0%	0	1%	1	0%	0
21	1%	2	6%	9	1%	1	2%	3
22	1%	1	0%	0	0%	0	0%	0
24	1%	1	1%	2	1%	1	0%	0
26	1%	1	0%	0	1%	1	1%	1
27	1%	1	1%	2	0%	0	0%	0
28	1%	1	0%	0	0%	0	0%	0
29	11%	16	11%	16	9%	14	10%	15
30	0%	0	0%	0	0%	0	1%	2
32	1%	2	0%	0	0%	0	1%	1
33	1%	2	0%	0	1%	2	1%	2
34	1%	2	0%	0	1%	1	2%	3
35	1%	1	0%	0	0%	0	0%	0
36	1%	2	0%	0	1%	1	2%	3
37	0%	0	1%	1	1%	1	0%	0
38	0%	0	1%	1	0%	0	0%	0
39	1%	2	0%	0	0%	0	0%	0
40	0%	0	0%	0	1%	1	0%	0
41	1%	1	1%	1	0%	0	0%	0
42	2%	3	1%	2	1%	1	3%	5
43	2%	3	4%	6	2%	3	3%	4
44	0%	0	0%	0	2%	3	0%	0
46	0%	0	1%	1	0%	0	1%	1
47	1%	1	1%	1	0%	0	1%	2
49	0%	0	0%	0	0%	0	1%	1
51	0%	0	1%	1	0%	0	0%	0
52	0%	0	0%	0	1%	1	0%	0

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
53	2%	3	2%	3	1%	2	1%	1
54	1%	1	0%	0	0%	0	0%	0
55	1%	1	1%	1	0%	0	1%	1
56	1%	2	0%	0	0%	0	0%	0
57	1%	1	0%	0	0%	0	0%	0
58	1%	2	0%	0	1%	1	0%	0
59	1%	1	0%	0	0%	0	0%	0
60	1%	2	0%	0	1%	2	1%	2
64	0%	0	0%	0	1%	1	1%	1
65	0%	0	1%	1	0%	0	0%	0
66	0%	0	1%	1	2%	3	1%	1
67	0%	0	1%	2	0%	0	1%	1
68	0%	0	1%	1	1%	1	1%	1
69	0%	0	1%	1	0%	0	0%	0
70	0%	0	1%	1	1%	2	0%	0
71	1%	1	0%	0	0%	0	0%	0
72	1%	1	1%	1	1%	1	0%	0
73	0%	0	0%	0	1%	1	1%	1
74	4%	6	5%	7	5%	7	3%	4
75	1%	1	0%	0	2%	3	0%	0
76	0%	0	1%	1	0%	0	0%	0
77	0%	0	1%	1	0%	0	1%	1
78	1%	1	3%	4	3%	4	4%	6
80	0%	0	0%	0	1%	1	0%	0
81	1%	2	0%	0	1%	2	0%	0
83	1%	2	0%	0	1%	1	1%	2
84	2%	3	0%	0	0%	0	0%	0
86	1%	2	1%	1	2%	3	0%	0
87	1%	2	1%	1	0%	0	1%	1
90	0%	0	1%	1	2%	3	2%	3
91	0%	0	0%	0	0%	0	1%	2
92	2%	3	0%	0	1%	2	1%	1
93	0%	0	0%	0	1%	1	1%	1
94	0%	0	1%	1	3%	4	1%	2
95	1%	1	0%	0	0%	0	1%	1
96	0%	0	0%	0	1%	1	1%	1
120	3%	5	3%	5	7%	11	3%	5
140	1%	1	0%	0	1%	2	0%	0
160	0%	0	0%	0	0%	0	1%	1
180	0%	0	1%	2	1%	1	0%	0
200	1%	2	1%	1	2%	3	1%	1
220	1%	1	0%	0	1%	1	0%	0

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
240	0%	0	1%	1	0%	0	0%	0
260	0%	0	1%	2	0%	0	1%	1
280	3%	5	0%	0	0%	0	2%	3
300	1%	1	1%	1	0%	0	1%	1
320	1%	2	0%	0	0%	0	0%	0
340	0%	0	1%	1	0%	0	0%	0
360	1%	1	1%	2	1%	2	0%	0
400	0%	0	3%	5	3%	5	3%	4
420	2%	3	0%	0	0%	0	0%	0
440	0%	0	0%	0	0%	0	1%	1
480	1%	2	0%	0	0%	0	1%	1
490	1%	1	0%	0	0%	0	0%	0
495	0%	0	0%	0	0%	0	1%	1
500	1%	1	0%	0	0%	0	0%	0
520	1%	1	3%	4	3%	4	2%	3
540	3%	5	1%	1	2%	3	2%	3
600	1%	1	3%	5	1%	2	3%	4
620	1%	1	1%	1	0%	0	1%	1
640	2%	3	5%	7	2%	3	1%	2
660	0%	0	1%	2	0%	0	1%	2
680	0%	0	0%	0	1%	2	0%	0
700	1%	1	0%	0	0%	0	0%	0
740	0%	0	0%	0	1%	2	1%	1
760	5%	8	7%	11	5%	7	11%	16
780	1%	1	1%	1	1%	2	0%	0
820	1%	2	1%	2	0%	0	0%	0
901	1%	1	1%	1	0%	0	1%	1
904	0%	0	1%	1	0%	0	0%	0
905	0%	0	1%	1	0%	0	0%	0
910	0%	0	0%	0	1%	1	0%	0
911	0%	0	1%	1	0%	0	0%	0
933	0%	0	0%	0	0%	0	1%	1
939	1%	1	0%	0	0%	0	0%	0
943	0%	0	1%	2	1%	1	0%	0
944	1%	1	0%	0	0%	0	0%	0
948	0%	0	1%	1	0%	0	0%	0
949	1%	1	1%	1	1%	1	0%	0
955	0%	0	1%	1	0%	0	0%	0
960	2%	3	1%	1	1%	2	0%	0

Table 9

Other Important Factors in the
Decision to Attend a Community College[1]

NEW, FULL-TIME RESPONDENTS

2001 - Cost
2004 - Location; cost
2008 - Cost
2011 - In state; easier to get into a four-year institution
2012 - Less expensive
2013 - Closeness; take basic classes for a four-year institution
2018 - Associate degree
2020 - Cost; close to home
2022 - Location
2024 - Have a baby; In the extended learning program
2026 - Wanted to stay around and play music
2031 - Same education for less money
2034 - Prepare for college
2039 - Stepfather wants me to help out with his job
2040 - Price
2047 - Close to home
2055 - The price; to be home with my fiance
2057 - Size
2060 - Wanted to decide career goals
2061 - Mary Baldwin program
2062 - Location; price
2063 - High school grades not up to par
2064 - Challenge
2067 - Price
2069 - To prepare for a four-year school
2076 - Needed to be in college to be on parents' insurance
2077 - Close to home
2079 - Economical
2084 - Training for my occupation
2086 - Transferred to community college to get GPA up
2092 - Location
2094 - Improving GPA before going to a state school
2096 - Cost
2099 - Being near home
2101 - Advancement
2103 - More personal attention - small classes - individual attention
2104 - Parents and sister
2107 - Job
2109 - One-on-one basis with instructors
2111 - Low cost; closer; had program no other colleges had

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[1]Case identification numbers are listed prior to the verbatim responses.

2113 - To get in the swing of things
2115 - Cheaper
2118 - Hassle free
2119 - Money
2120 - Get into feel of college; bring grades up for university
2121 - Get better job
2126 - Persuasion of parents
2138 - Convenient; low cost
2143 - Money
2144 - Extend knowledge goals
2145 - Cost
2147 - Cost; individual teaching
2149 - Wants to go to a four-year university
2152 - Location
2153 - Heard of special program for housewives - paid tuition, etc.
2154 - Cost
2155 - Location
2159 - Price; close by; part-time work
2163 - Grades not good enough for four-year college
2167 - Only one in area with courses offered
2170 - Need one more credit
2172 - Didn't get college wanted
2175 - Less expensive
2179 - Location
2180 - Better than staying at home
2183 - Classes; location
2186 - Less expensive; was out of school for a while
2188 - Get adjusted to college
2199 - Smaller; program for LD people
2202 - Want to transfer to a four-year college
2207 - Needed some help to prepare for a four-year
2216 - Close to home
2218 - Two places with vet technology
2234 - Cheaper
2251 - Extending skills to go on to four-year college
2265 - Learn more

NEW, PART-TIME RESPONDENTS

3008 - Close to home
3012 - Personal enrichment
3014 - Size
3019 - Inexpensive; close to home
3022 - Self accomplishment
3031 - Curriculum
3032 - To get a degree and establish a career
3037 - Get back in the swing of school
3051 - Cost
3053 - Location
3054 - Smaller college and felt I could receive more attention
3055 - Improve self to impress university

3056 - Closer, convenient (married with one child)
3057 - Availability of course; evening course
3059 - Offered art course for personal interest
3060 - Particular class is very interesting, only taking one right now
3063 - Went because it worked in schedule; economical
3065 - School is very close; cost is good
3069 - Preparation for college
3070 - My job is paying full costs of classes
3082 - Cost; location
3084 - Financial
3088 - Needed more skills
3089 - Higher education
3095 - Low cost
3097 - Close to home; fits with work schedule
3098 - Closest place to get course
3104 - Offered tennis course
3117 - Locality
3121 - Offer class
3122 - Night time schedule
3127 - Education
3134 - Cheaper
3135 - Convenient; economical
3140 - Convenient
3144 - Knowledge
3155 - Rather go to two-year college
3162 - Had a two-year child care program
3163 - Wanted to get more math courses in
3173 - To learn English better
3175 - Required by present job
3181 - Husband pass (sic)
3183 - Taking course for home computer
3193 - To get a better education
3195 - Undecided
3203 - Wants to transfer to MBA program
3210 - Things they had to offer for short periods of time
3218 - Money
3221 - Cost
3226 - Cost
3234 - Want to improve my English
3242 - Money
3257 - Start out small
3264 - Location
3266 - Location
3274 - Credits toward high school diploma
3275 - Location; cost
3280 - Cost

RETURNING, FULL-TIME RESPONDENTS

1002 - Co-op program
1005 - Transfer to ODU
1007 - Program

1010 - Feel for college
1014 - Flexibility
1022 - Cost mainly
1025 - Finances
1026 - Money
1028 - Closer
1038 - They had dental hygiene program
1042 - Cost
1044 - Less expensive
1048 - Improve grades
1050 - Better paying job
1051 - Lower cost
1054 - Closer to home
1055 - Did not have high GPA in high school, wanted to improve grades
1059 - Improve GPA
1060 - Close to job
1061 - Cost; distance
1064 - Financial
1071 - Close to home
1075 - Money
1077 - Expense; size
1079 - Didn't feel ready for four-year college
1082 - Availability of funds
1084 - Grades
1086 - Conditioning
1092 - VCU was not a good college, want to transfer to another four-year college
1093 - Cheaper
1094 - Close to home; finances
1102 - Want stability in my life
1105 - Locality
1110 - Money
1114 - Locality
1116 - Location, convenience
1118 - Take time and learn
1133 - Expense
1135 - Bring grades up
1138 - Location; finances
1139 - Didn't know which direction
1144 - The cost
1145 - Offer courses
1146 - Financial aid
1147 - To pay for college was important
1149 - Good college academics
1155 - More economical; close to home
1158 - Location; cheaper
1159 - Closeness
1160 - Cost
1163 - Cheaper
1165 - Improve grades
1170 - Close to home
1181 - Price
1185 - Being an RN in two years vs. four years

1194 - Close to home
1199 - Closer locale
1202 - Location
1210 - Location
1214 - Financial; deciding what course to take for major
1215 - To raise social status
1216 - Cheaper for same type of education
1220 - Good start for four-year college
1224 - Regret dropping out of high school
1225 - Didn't know where I wanted to go
1239 - Cost
1241 - Transportation
1243 - Work related
1256 - Economic
1257 - Money
1263 - Money
1267 - Location; cost
1275 - Closeness
1276 - Financial reasons
1281 - Semester system
1282 - Location; program
1284 - Know the faculty
1289 - Learning

RETURNING, PART-TIME RESPONDENTS

4004 - Close to home
4005 - Opportunities
4007 - Cost
4008 - Inexpensive; fulfillment
4009 - Convenience
4016 - Location; finances
4017 - Price; close to home
4019 - Financing college career, no student loans
4020 - Close
4025 - Did not finish high school
4026 - Distance
4027 - Needed education because I'm a single parent
4031 - Access
4034 - To improve a grade
4036 - Close and handy
4048 - Close location; reasonable prices
4051 - Convenience; scheduling; price
4057 - Easier to get in than four-year
4059 - Finances, wasn't able to attend a college when younger
4060 - Money
4063 - Cost
4070 - Close to home; inexpensive
4071 - Closer relationship with teachers
4079 - Enjoy what you are taking
4084 - Chose because of the quarter system
4087 - Tuition free for senior citizens
4092 - Employer already had arrangement with college

4095 - Wanted a community college education
4100 - Programs offered; convenience
4106 - Location
4107 - Closer; cheaper; take what I can before ODU
4111 - Around hours you work now
4113 - Smaller classes
4124 - Cost; location
4127 - Get more English and math skills
4129 - Cost
4136 - Money
4139 - Finances
4140 - Location; cost
4147 - Money, cost
4154 - Convenience
4158 - Location
4165 - Cost
4177 - Transfer to a four-year university
4183 - Cost
4186 - Company is paying
4192 - Just starting out in school again
4194 - Divorced mother of two, felt skills were not up to par
4195 - Enjoy school
4196 - Location
4199 - Cost
4208 - Location; cost
4209 - Proximity; cost
4212 - Cost
4222 - Convenience; expense
4223 - Cost; convenience
4229 - Money
4233 - Convenience; cost
4237 - Cost
4244 - Cost; convenience
4246 - Convenience
4248 - Nothing better to do
4254 - Get out of the field I was in
4257 - Paid for by job
4258 - Attended four-year college
4265 - Cost
4268 - Location; people
4276 - Location
4277 - Cost
4278 - Classes of campus (sic)
4279 - Cost
4280 - Convenience
4284 - Money
4283 - Job oriented
4286 - Money, lots cheaper
4287 - Cheaper
4290 - Cost
4291 - Money
4293 - Distance

Table 10

Other Important Factors in the
Decision to Attend Respondent's Community College[1]

NEW, FULL-TIME RESPONDENTS

2004 - Financial aid
2011 - Because my brother went
2018 - Financial aid, Pell grant
2020 - More relaxed; prepared me for high school
2022 - Location
2026 - Location
2031 - Good reputation
2040 - Car pooling
2057 - Size
2059 - Transfer of credits
2063 - Very good cost; close to home geographically
2064 - Teachers seem to care
2069 - To get school records and grades, in order (sic)
2070 - Cost
2081 - Reputation of college
2091 - Had to raise GPA
2092 - Program that transfers
2094 - Knew a lot of people who were going there
2101 - Cost
2105 - Knowing that classes would transfer to four-year college
2107 - Courses
2111 - Everything in curriculum
2135 - Liked the staff
2145 - Friends; location
2166 - Reputation of school
2167 - Only school that had A&P certification through FAA
2188 - Close to home
2199 - Not ready to go on to higher college
2202 - My parents
2208 - Bringing grades up
2224 - Operation program was important
2265 - Want to be a nurse aide

NEW, PART-TIME RESPONDENTS

3007 - Due to poor math
3012 - Senior citizen, can only audit classes due to law
3035 - Job advancement
3047 - Referral
3054 - Locality

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[1]Case identification numbers are listed prior to the verbatim responses.

3057 - Close, downtown campus
3058 - Convenience
3065 - Familiar with school, husband teaches there
3070 - Offered satellite course in Williamsburg area
3082 - Offer course needed
3084 - Transfer to four-year college
3088 - Like the courses
3089 - Location
3092 - Very interesting course; close to home
3098 - Offered course on Saturday
3099 - Only community college on the Peninsula
3127 - Program
3150 - Classes are transferable
3163 - Raise my grade point average
3175 - Comes to my place of work to teach
3195 - Nice place
3225 - Credits will transfer; exchange program; running contracts
3226 - Helped me decide if I wanted to stay in college
3244 - Company paid for Management class
3247 - Possibility of getting a better paying job

RETURNING, FULL-TIME RESPONDENTS

1011 - Only school that provided co-op program
1018 - Choose major
1020 - Have an easy transfer policy
1028 - Because I can work and go to school conveniently
1038 - Closest dental program even though it is in Virginia
1040 - Other people
1050 - Didn't know what to expect
1051 - Closer to me
1061 - Location
1082 - Housing
1084 - Location
1086 - Location; courses offered
1097 - Good reputation
1117 - Was able to take general courses to get grades up
1118 - Smaller classes
1133 - Co-op program
1144 - Compliments on the nursing program
1145 - Curriculum
1149 - Good teachers, serious teachers
1153 - Location; knew people who were there
1155 - Only community college that offered program; close to home
1175 - Higher accreditation for my program
1181 - Close to home
1197 - Lower costs; great professors; locale
1220 - Wonderful professors
1224 - Want to get GED and get off aid
1235 - A grant; I like that particular college
1236 - Preparation

1241 - Associate degree
1243 - Location; recommended
1258 - Not prepared because of language
1259 - Close; nice school; good program
1281 - Improved academics

RETURNING, PART-TIME RESPONDENTS

4009 - Only one offering class
4025 - Gave me placement tests to get in
4027 - Cost fits education fund from army
4031 - Help from instructors
4037 - Programs that will transfer
4048 - Good program
4051 - Small class, individual attention
4063 - Helpfulness of the college -- 80% of the staff was good
4065 - Offered particular classes that I wanted to take
4071 - Friends had a good opinion about the school
4088 - Dealt with my hobbies
4124 - Don't have to drive across bridge
4127 - Good English resource center
4129 - Evening class (married and night school)
4132 - Friends
4135 - Smaller classes
4136 - Job opportunity
4140 - Expanding
4159 - Credits transfer easily
4177 - Night courses
4192 - Wanted to share with people
4194 - Receive grant; night courses; jt program (sic)
4195 - Involved in an activity
4212 - Convenience
4222 - Convenience; expense; can do and still work
4229 - Convenient to get there
4265 - Atmosphere
4276 - Extra help
4286 - High rating of program (nursing)
4293 - Flexible; low requirements

Table 11

For Respondents Undecided About Next Spring Enrollment:
What Are Most Important Factors in Making Decision?[1]

NEW, FULL-TIME RESPONDENTS

2001 - Have to do with classes
2027 - May transfer to a four-year university
2039 - Grades
2041 - How my grades are
2059 - I'll be moving
2066 - If I need credit to transfer
2069 - Whether I get admitted to a four-year college
2120 - If grades aren't good enough to transfer
2129 - More interest
2144 - Offered classes I wanted
2152 - Grades
2175 - If accepted to a four-year college
2179 - What credits will transfer to a four-year college
2200 - How well I do in current courses
2208 - If grades are high enough, will transfer to new school
2216 - Major: need to decide one
2225 - How good I do
2228 - Depends on if I get admitted to another college
2235 - If classes are available
2258 - Depends on if getting into a university

NEW, PART-TIME RESPONDENTS

3003 - Depends on if I go back to a four-year school
3009 - Current employment
3014 - Might go to VCU
3018 - Time
3025 - Availability of courses
3032 - How much I learn this semester; how I like program
3034 - Course availability
3035 - Class availability
3047 - If courses are available
3051 - Having interesting course
3053 - If stays in area (military)
3059 - If successful at finding full-time employment
3060 - If class is available and pertains to job
3063 - Whether distance works into schedule; convenience
3065 - Husband is in military (if they are still in area)
3069 - Cost

---

[1]For respondents answering "yes, probably," "uncertain," or "no, probably not" to: "Do you plan to enroll in your community college next semester, that is, spring, 1990?" Case identification numbers are listed prior to verbatim responses.

3071 - Pertain to job
3076 - Pregnant
3081 - Further welding courses and education
3096 - Depends on present course outcome
3104 - Other recreational courses
3105 - Cost
3106 - Course offering
3114 - Availability of courses
3119 - Not sure what classes to take
3121 - Should be finished
3134 - Scholarship
3139 - Right classes on right day (around work schedule)
3147 - Finishing this semester
3156 - Availability of courses
3175 - If they have advanced course
3183 - Depends on courses offered
3210 - If courses offered at good times & location
3225 - Time
3226 - Grades
3227 - Depends on if I like what I am doing; courses offered
3239 - Don't know
3247 - Depends on job
3253 - Don't know
3260 - If the classes are available
3264 - If there is something more I need
3269 - Availability of class; cost
3274 - Times of classes; credits; cost
3275 - If they offer the couse I need
3279 - If they offer ABA classes
3294 - Availability of courses

RETURNING, FULL-TIME RESPONDENTS

1011 - Wants to get second degree, will decide
1025 - Accepted to other college
1026 - Money
1040 - Depends on job
1057 - Waiting to see if I am accepted to a university
1071 - Another job
1084 - George Mason University
1094 - Degree
1159 - Will be working
1181 - Transfer to four-year college
1206 - Insurance carried (workman's compensation)
1210 - Money to afford four-year college
1223 - My grades this quarter
1227 - How well current job goes
1243 - Classes
1252 - Lack of time
1255 - Cost

RETURNING, PART-TIME RESPONDENTS

4004 - Availability
4008 - Personal obligations
4009 - Time to attend classes
4012 - If all transfers go through
4014 - Availability of courses
4016 - Availability
4017 - If courses available
4027 - Has an offer for full-time job (time)
4034 - Because the other classes I need will be taken at my four-year college
4036 - Transfer to ODU
4038 - Course availability
4057 - Continue learning for career purposes
4063 - I am moving
4070 - Courses offered
4081 - If I pass
4091 - Whether I decide to take more courses
4100 - To continue where I am
4106 - Same instructor
4119 - Complete courses
4130 - Courses
4156 - If class isn't offered at VCU at convenient time
4163 - Classes
4181 - Teacher
4183 - Depend on my current class, if it's a value to continue
4193 - Performance in this semester's classes
4196 - Availability of electronics program
4197 - Not sure
4204 - Computer classes, what will be offered
4219 - If I'm available
4247 - Going to ODU
4248 - Cost
4260 - Availability of night class
4267 - Money
4279 - Cost
4287 - What credits you need for transfer
4288 - Quality of instructors
4293 - If I succeed this time

APPENDIX B

SURVEY INSTRUMENT

SCHEV - COMMUNITY COLLEGE STUDY

>fac1< First, we'd like to know how important certain factors were in you decision to attend a community college.

Was a desire to prepare for transfer to a four-year college or university VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT VERY IMPORTANT, or NOT AT ALL IMPORTANT?

[loc 17/1]

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

<w> Not enrolled at a community college (VOL.) [goto sry]

==>

>fac2< How important was a desire to acquire basic skills for further learning?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>fac3< How important was gaining a sense of personal accomplishment?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>fac4< How important was a desire to acquire general knowledge?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW

<9> NO ANSWER

——>

>fac5< How important was a desire to prepare for an occupation or career?

<1> VERY IMPORTANT [goto occ]
<2> SOMEWHAT IMPORTANT [goto occ]
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

——> [goto fac6]

>occ< Which of the following occupational goals is most important to you at this time?

<1> TO PREPARE FOR YOUR FIRST FULL-TIME JOB
<2> TO IMPROVE YOUR SKILLS ON YOUR PRESENT JOB
<3> TO PREPARE FOR A NEW OCCUPATION

<5> OTHER (SPECIFY) [specify]

<8> DON'T KNOW
<9> NO ANSWER

——> [goto fac6]

>fac6< Were there any other factors that were important to you in deciding to attend a community college?
[allow 2]

<1> YES (SPECIFY) [specify]
<2> NO

<8> DON'T KNOW
<9> NO ANSWER

——>

>chk1< Our information shows that you attend [fill col1] Community College. Is that correct?

<1> YES
<2> NO [goto ncol]

<9> NO ANSWER [goto T866]

<w> Not enrolled at a community college [goto sry]

——> [goto col1]

>ncol< What community college are you currently attending?

<275> NEW RIVER
<276> SOUTHSIDE VA.
<277> PAUL D CAMP
<278> RAPPAHANNOCK
<279> DANVILLE
<280> NORTHERN VA.
<282> PIEDMONT VA.
<283> J S. REYNOLDS
<284> EASTERN SHORE
<285> PATRICK HENRY
<286> VIRGINIA WESTERN
<287> D. S. LANCASTER
<288> WYTHEVILLE
<290> JOHN TYLER
<291> BLUE RIDGE
<292> CENTRAL VIRGINIA
<293> THOMAS NELSON
<294> SOUTHWEST VA.
<295> TIDEWATER
<296> VA. HIGHLANDS
<297> GERMANNA
<298> LORD FAIRFAX
<299> MOUNTAIN EMPIRE
<0> OTHER (SPECIFY) [specify]

<999> NO ANSWER
<w> Not enrolled at a community college [goto sry]

==>

```
>T866< [if  ncol eq <275>] [store <New River> in coll] [else]
     [if  ncol eq <276>] [store <Southside Va.> in coll] [else]
     [if  ncol eq <277>] [store <Paul D Camp> in coll] [else]
     [if  ncol eq <278>] [store <Rappahannock> in coll] [else]
     [if  ncol eq <279>] [store <Danville> in coll] [else]
     [if  ncol eq <280>] [store <Northern Va.> in coll] [else]
     [if  ncol eq <282>] [store <Piedmont Va.> in coll] [else]
     [if  ncol eq <283>] [store <J. S. Reynolds> in coll] [else]
     [if  ncol eq <284>] [store <Eastern Shore> in coll] [else]
     [if  ncol eq <285>] [store <Patrick Henry> in coll] [else]
     [if  ncol eq <286>] [store <Virginia Western> in coll] [else]
     [if  ncol eq <287>] [store <D. S. Lancaster> in coll] [else]
     [if  ncol eq <288>] [store <Wytheville> in coll] [else]
     [if  ncol eq <290>] [store <John Tyler> in coll] [else]
     [if  ncol eq <291>] [store <Blue Ridge> in coll] [else]
     [if  ncol eq <292>] [store <Central Virginia> in coll] [else]
     [if  ncol eq <293>] [store <Thomas Nelson> in coll] [else]
     [if  ncol eq <294>] [store <Southwest Va.> in coll] [else]
     [if  ncol eq <295>] [store <Tidewater> in coll] [else]
     [if  ncol eq <296>] [store <Va. Highlands> in coll] [else]
     [if  ncol eq <297>] [store <Germanna> in coll] [else]
     [if  ncol eq <298>] [store <Lord Fairfax> in coll] [else]
     [if  ncol eq <299>] [store <Mountain Empire> in coll] [else]
     [if  ncol eq <0>] [store <your current> in coll] [else]
     [if  ncol eq <999>] [store <your current> in coll] [else]
     [if  chk1 eq <9>] [store <your current> in coll]
 [endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
 [endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
  [endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
```

>col1< We'd like to know how important certain factors were in your decision to attend [fill coll] Community College.

Was the location of [fill coll]

Community College VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT VERY IMPORTANT, or NOT AT ALL IMPORTANT?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>col2< How important was the cost of [fill col1] Community College?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>col3< How important was the availability of the courses or program that you want to take?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>col4< How important was the quality of teaching?

<1> VERY IMPORTANT
<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>col5< How important was the open admissions policy?

EXPLAIN IF NECESSARY: (that is, the policy of admitting anyone with a high school diploma or GED)

<1> VERY IMPORTANT

<2> SOMEWHAT IMPORTANT
<3> NOT VERY IMPORTANT
<4> NOT AT ALL IMPORTANT

<8> DON'T KNOW
<9> NO ANSWER

==>

>col6< Were there any other factors that were important to you in deciding to attend [fill coll] Community College? [allow 2]

<1> YES (SPECIFY) [specify]
<2> NO

<8> DON'T KNOW
<9> NO ANSWER

==>

>when< At about what time did you decide to attend [fill coll] Community College this fall term? Did you decide ...

<1> WITHIN ONE MONTH OF THE BEGINNING OF THE SEMESTER?

<2> MORE THAN ONE MONTH, BUT LESS THAN THREE MONTHS BEFORE THE BEGINNING OF THE SEMESTER?

<3> MORE THAN THREE MONTHS BEFORE THE BEGINNING OF THE SEMESTER?

<8> DON'T KNOW / CAN'T REMEMBER
<9> NO ANSWER

==>

>degr< Do you plan to complete a community college program, that is, a degree, diploma, or certificate?

PROBE: IF YES, Would you say definitely yes or probably yes?

IF NO, Would you say definitely no or probably no?

<1> YES, DEFINITELY [goto comp]
<2> YES, PROBABLY [goto comp]
<3> UNCERTAIN
<4> NO, PROBABLY NOT
<5> NO, DEFINITELY NOT

<9> NO ANSWER

===> [goto spr]

>comp< About how long do you expect it to take to complete this program?

NOTE: DON'T KNOW=98; NO ANSWER=99

ENTER NUMBER OF YEARS ===>
[allow 2]

>mocp< [no erase] ENTER NUMBER OF MONTHS ===>
[allow 2]

>spr< Do you plan to enroll in [fill coll] Community College next semester, that is, spring, 1990?

PROBE: IF YES, Would you say definitely yes or probably yes?

IF NO, Would you say definitely no or probably no?

<1> YES, DEFINITELY
<2> YES, PROBABLY [goto why1]
<3> UNCERTAIN [goto why1]
<4> NO, PROBABLY NOT [goto why1]
<5> NO, DEFINITELY NOT

<9> NO ANSWER

===> [goto corr]

>why1< What factors will be most important to you in deciding whether or not to enroll for the spring, 1990, semester?
[allow 3]

(ENTER 3 SLASHES AFTER RESPONSE)
===> [specify]

>corr< [allow 2]

>T837< [if hsyr eq <> goto wgrd]

>hs87< The information we received from the State Council on Higher Education indicates that you earned your high school diploma in 19 [fill hsyr].

Is this information correct?

<1> YES [goto R500]
<2> NO [goto hs2]

<8> DON'T KNOW / CAN'T REMEMBER

<9> NO ANSWER

==> [goto R500]

>hs2< What is your correct year of graduation? [allow 2]

(USE 98 FOR DON'T KNOW/DON'T REMEMBER)
(USE 99 FOR NO ANSWER)
(USE 01 FOR GED)

ENTER CORRECT YEAR: 19___ ==> [goto R501]

>wgrd< When did you earn your high school diploma? [allow 2]

(USE 98 FOR DON'T KNOW/DON'T REMEMBER)
(USE 99 FOR NO ANSWER)
(USE 01 FOR GED)

ENTER CORRECT YEAR: 19___ ==>

>R499< [store wgrd in corr] [goto R502]

>R500< [store hsyr in corr] [goto R502]

>R501< [store hs2 in corr] [goto R502]

>R502< [if corr lt <85> goto appl]
[if corr ge <85> goto adv]

>adv< Did you receive a standard or advanced diploma when you graduated from high school?

EXPLAIN IF NECCESSARY:
Standard = 21 credits as of 1988, up from 20;
2 years of math and science;
3rd year of math or science;
no foreign language

Advanced = 23 credits as of 1988, up from 22;
3 years of math, science, and social studies;
foreign language required

<1> STANDARD
<2> ADVANCED
<3> OTHER KIND OF DIPLOMA

<8> DON'T KNOW
<9> NO ANSWER

==>

>appl< Did you apply for admission to a four-year college or university before you enrolled in [fill coll] Community College for the first time?

<1> YES [goto trn1]
<2> NO

<8> DON'T REMEMBER
<9> NO ANSWER

===> [goto cos1]

>trn1< Were you accepted for admission by the college or university at that time?

<1> YES
<2> NO

<8> DON'T REMEMBER
<9> NO ANSWER

===> [goto cos1]

>cos1< We'd like to know how expensive you think [fill coll] Community College is compared to other types of schools.

Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a four-year state supported (public) college or university?

<1> LESS
<2> MORE
<3> ABOUT THE SAME
<4> DEPENDS ON THE PARTICULAR PUBLIC COLLEGE OR UNIVERSITY

<8> DON'T KNOW
<9> NO ANSWER

===>

>cos2< Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a four-year private college or university?

<1> LESS
<2> MORE
<3> ABOUT THE SAME
<4> DEPENDS ON THE PARTICULAR PRIVATE COLLEGE OR UNIVERSITY

<8> DON'T KNOW
<9> NO ANSWER

===>

>cos3< Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a school where you can learn a trade or occupation, like a computer programming institute,

medical assistants training program, or a business college?

<1> LESS
<2> MORE
<3> ABOUT THE SAME
<4> DEPENDS ON THE PARTICULAR SCHOOL OR TRAINING PROGRAM

<8> DON'T KNOW
<9> NO ANSWER

---->

>empl< Are you currently employed in addition to attending [fill coll] Community College?

<1> YES [goto emst]
<2> NO

<9> NO ANSWER

----> [goto MOD7]

>emst< Are you currently employed full-time or part-time?

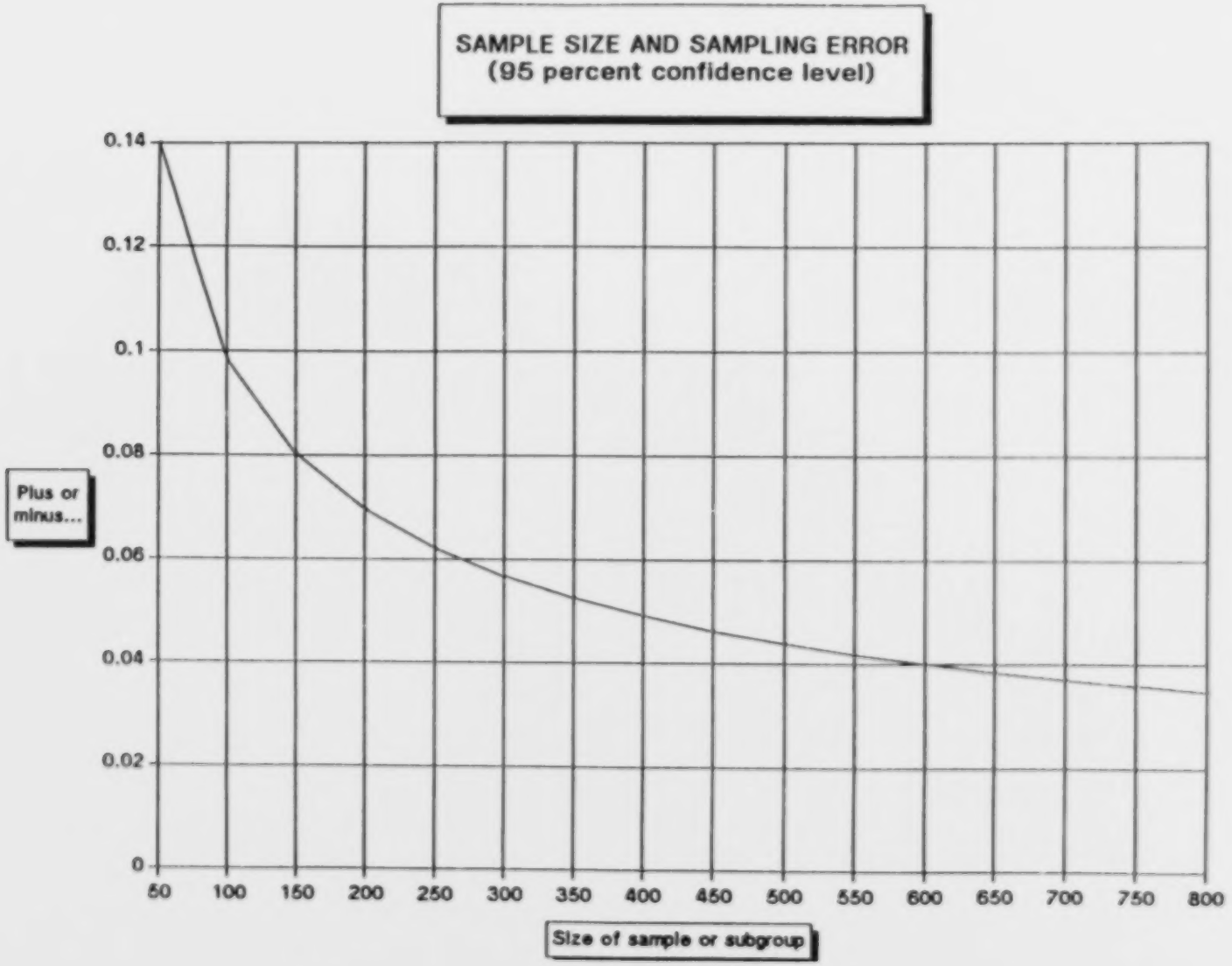
<1> FULL-TIME
<2> PART-TIME

<9> NO ANSWER

----> [goto MOD7]

APPENDIX C

SAMPLE SIZE AND SAMPLING ERROR CHART



ERIC Clearinghouse for Junior Colleges